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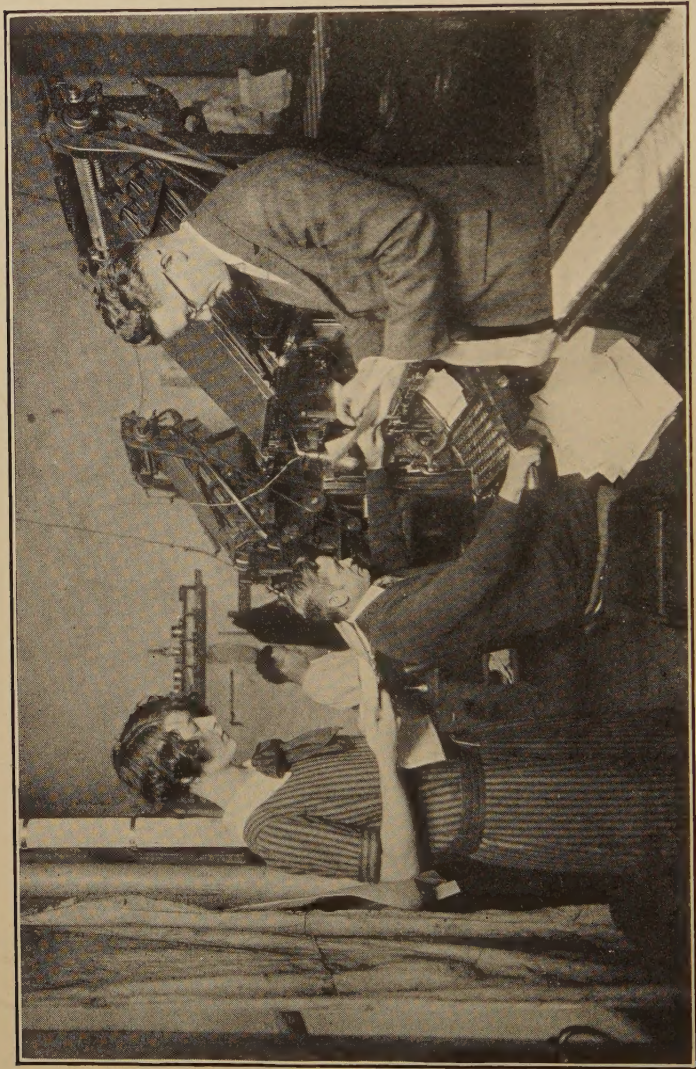
McGRAW-HILL VOCATIONAL TEXTS

HIGH-SCHOOL REPORTING AND EDITING

McGRAW-HILL VOCATIONAL TEXTS

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Frontispiece.—Reading last-minute proof.

The high-school editor and his associate are reading last-minute proof at the print shop. The copyholder is at the left; the proofreader at the right. In the background are two linotype machines.

HIGH-SCHOOL REPORTING AND EDITING

A TEXT IN APPLIED COMPOSITION AND
NEWSPAPER APPRECIATION

BY


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PREFACE

This new text in high-school reporting and editing is justified by the following statements of intents and purposes, which, in the opinion of the author, have not been sufficiently emphasized in other books of its kind:

1. The high-school course should offer reliable vocational guidance. Hence, this book discusses the principles of high-school reporting and editing in correlation with the principles of adult journalism and offers a general glimpse of the adult field.

2. All journalism, to be successful, must be interesting. How to make journalistic material interesting, and at the same time accurate, is the central theme.

3. The high-school reporter and editor must learn something of journalistic technique in order to help prepare a useful and respectable paper for his school. This book provides what the author has found from experience to be the necessary amount.

4. A secondary purpose of the high-school course should be to teach the student to evaluate the true worth of printed information as he finds it. In order to acquire this ability, the student must study general discussions of journalistic method, which are here provided.

5. As a "project method" in English, high-school editorial work should motivate the talented student, rather than the backward or the reluctant. For this reason, the mechanics of English and the principles of composition, are not discussed here but are left for the regular classes of the English department. The material presented is all new to the talented upper-classman in order that his interest may be aroused and maintained.

6. Another worthy purpose of the high-school course is to teach the intelligent and habitual reading of newspapers as

a prerequisite for citizenship. To help accomplish this, the newspaper as it actually is—a service business—is frankly discussed. The rest of the task must be done with the newspapers themselves. The author recommends that the class subscribe to a good daily paper, and that habitual reading of such a paper be a required part of the work. The teacher can insist on the habit by giving news quizzes at irregular intervals.

7. The secondary-school course should teach the student how to deal intelligently with newspaper workers, and to aid in the evolution of newspapers, which can be improved only by further educating the reading tastes of subscribers.

The author is greatly indebted to the following people for assistance in editing his manuscript: Dr. George H. Gallup, secretary-treasurer of *Quill and Scroll*, National Honorary Society for High-school Journalists, and editor of the *Quill and Scroll* magazine; Miss Marian Pettis, instructor in English at the Lewis and Clark High School; and Mr. Ernest Tomowske, head of the Tomowske Advertising Agency, Spokane, Washington.

CARL G. MILLER.

THE LEWIS AND CLARK HIGH SCHOOL
SPOKANE, WASH.
May, 1929.

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HIGH-SCHOOL REPORTING AND EDITING

CHAPTER I

JOURNALISM *VERSUS* LITERATURE

The Writer Must Have Something to Say.—The thought of this caption is the most important consideration of all for the young person who wishes to write. The ability to use the English language well is a valuable asset, but the use of this ability alone in the newspaper office or in one's private study will produce neither journalism nor literature, for language is merely the instrument for the production of worthy reading material. Both literature and journalism represent expression, and good writing merely furnishes mode. Behind clever writing ability must be some human interest which people are keen to read about. It may be news; it may be inspiring poetical thought; it may be a story. Whatever it is, the writer must have gained knowledge concerning it by previous intimate contact, and he must write about it in such a way that his work will be read by others and enjoyed as a new experience.

There is a difference between journalism and literature in the emphasis placed upon the two qualifications of a writer just suggested: namely, having something to say, and having ability to express it. Journalism is more interested in the former than in the latter. Largely concerned with selling popular information, it must have such material above everything else. For example, many newspaper reporters who are valuable staff members draw good salaries largely because they can get the news, not because they can write well. Most newspaper editors are interested in news first of all. If news

is brought to the office, they can find someone to express it in proper form. Many magazine writers gain publication of their articles, to cite another example, because of thrilling or unusually successful experiences, but their articles are written by others who keep in the background. Most of the reward, however, goes to the person furnishing the experience.

Literature, on the other hand, places much greater emphasis on the preparation of material. It must have some real experience to record, but writing the experience is half the work, and even more, in the opinion of certain literary critics. Hence, literature requires greater skill in composition than does journalism.

Of course, one reason why literature is superior to journalism in expression is the fact that most journalistic material, especially newspaper copy, is prepared in a hurry. The writing is done as well as possible in the period before press closing time. For most literary work, on the contrary, the author takes his own time, and brings his work as near to perfection as he can. In this respect the author is nearer to the artist than is the journalist, for the author is like the painter, the sculptor, and the composer in that he does not complete his work until he has perfected it as much as possible.

Many literary people obtained valuable experience—writing material, in other words—by years of work as reporters or journalists, turning in for purposes of journalism what journalism wanted but accumulating, at the same time, much other material useful for literary purposes. After years of work in journalism they turned to literature, acting as free lances and taking the time that they did not have, while journalists, to perfect their product. The field of American literature today is dotted with the names of writers who did just this thing. In fact, teachers of journalism and teachers of literary writing recommend such procedure.

Journalism Deals in Facts.—An important difference in the nature of the material demanded by journalism and literature is the use of fact. Most journalistic material must be, or rather should be, factual. All news, for example, should be true. Some news writing expresses opinion, to be sure,

but correct news writing of the day demands that all opinion be labeled as such. In one sense, the expression of opinion becomes a fact, for is it not a fact that Mr. X said this or uttered that opinion? Magazine articles of certain kinds should likewise be confined to facts, although brightened by the method of fiction. Literature, on the other hand, is not strictly confined to facts. Much literature is pure fiction, such as short stories and novels. Some works in literature confine themselves to facts, two of the best examples being autobiography and biography.

Journalistic Material Must Be Timely.—Another difference between journalism and literature is in the factor of timeliness, which is the quality certain reading matter has of being especially pat for popular consideration at the moment. Most journalistic material demands timeliness. Timeliness is one of the important requisites of that bulk of journalistic material called "news." Literature, however, either makes no such demand on the use of its material, or at least does not make it in so stringent a manner as does journalism. It is true that literature usually fits the epoch, the times, or the season, as do styles in clothing, but much literary work is considered literature because it is totally lacking in all temporary or local timeliness—in other words, because it has permanent value, and is readable in any age. The biographies of Plutarch, the essays of Montaigne, and the poetry of Shakespeare are examples.

Journalism Subsists on Popular Interest.—In appeal to popular interest the difference between journalism and literature is not so pronounced, but there is a difference. Modern American journalism more and more insists that it contain in large measure the quality of human interest and that its output be interesting to numbers of people. It is frequently the freshness and the character of the information itself that makes news interesting to most people. In magazine articles containing thought or information a little too abstract or dry for the average reader, the writers purposely adopt method of treatment to make the material interesting. Some of these devices will be discussed in a later chapter.

In literary writing the demand for wide popular interest is not so strong. In novels the authors more or less try to be interesting. In other fields of literature the writers think less of interesting great numbers of readers. When Milton and Browning wrote their poetry, they thought little of being generally interesting. They were concerned in expressing truths of life in a manner that they and a limited number of literary people considered beautiful. In times past the essay, as a literary form, did not call for the quality of human interest as does the essay of today. All things considered, literature is not so insistent on popular interest as is journalism, although the tendency is toward popular interest.

Journalism Is a Business.—If the young writer wishes pay for his work at the end of every week or at the end of every month, he should enter the field of journalism. If he is able to defer monetary reward to the indefinite future, he will find literature satisfactory as a vocation. There is this difference of an economic nature between journalism and literature. Journalism is organized as a business, a fact that the student must bear in mind if he is to understand journalism and become a success in its practice. Literary writing is not a business. It is an art that brings rewards, both pecuniary and artistic, only after one has achieved reputation for his work. Literature has had to have patrons—wealthy people who use their money for its furtherance—for hundreds of years. Many famous authors partly subsisted on such patronage. They had no market where there was a real demand, with willingness to pay, for the products of their pens. While it is true that authors fare better and better in immediate financial reward for their work, comparatively few literary men today make their living by writing alone. Many must also carry on journalistic work, lecturing, or teaching.

The fact that journalism is a business, with something to buy and something to sell, determines definitely the character of the material it must publish. To make money, or even to exist as a business institution, journalism must have a product to sell that many people will buy. Besides, it must

present material in an attractive manner. Business consideration is a powerful reason why journalism demands that its wares be interesting. News, it has found, is one thing millions of people wish and are willing to buy. Hence, it uses news as the greater part of journalistic material. Humor, it has discovered, is another thing most people will pay for; therefore, newspapers and magazines pay well for humor, whether the contributors are on their staffs or not. Feature material, special articles by well-known authorities of the day, household hints, health articles, and all sorts of information human beings wish in order to live more comfortable and successful lives, all come under the head of journalistic material because great numbers of people are willing to pay for such material.

Comparatively few are so eager to read poetry that they will spend hard-earned money for it. Therefore, poetry has not been included in journalistic material to any extent, although some poetry, such as "colyum" verse, is in the twilight zone between journalism and literature. Biography is in the same zone. Fiction for popular daily reading is usually not well enough written to gain rank as literature for the reason that it is written for the average newspaper reader's taste. Fiction of a higher type is published in magazines as a kind of journalistic material. High-grade fiction is literature, and its quality is decided upon only by the highest literary judgment available. Such judgment, in many cases, is the standard set by editors of literary magazines or by publishers of literary material.

From what has been said it is plain that much material may be journalistic or literary, according to opinion, or it may be both. In other words, there is no hard and fast distinction between the two kinds of reading matter.

The Journalistic Output Is Regular.—Still another difference between literature and journalism is in regularity of output. Authors publish their works irregularly, as do painters. They publish their works after they complete them, and after they find publishers, men who are willing to risk money on authors' productions that indicate probability of wide sales and some profit. The products of successful

journalism, on the contrary, are journals that go to press with absolute regularity and appear on dates that the subscriber knows when he pays for his subscription.

Student editors of school publications and all amateur journalists should give heed to the point just established. They should realize that if they do not publish their papers on time, they not only disappoint many readers but also damage the value of advertisements and news articles prepared especially for the regular date of issue. The public, quick to judge a publication on its regularity of appearance, makes regularity a necessity for complete goodwill.

Writing Material for Journalism Is Sought Systematically.—The writing material for journalism is looked for in a thoroughly organized, systematic manner. For twenty-four hours a day men work seeking it or preparing it. Just how they work will be discussed fully in the chapter on gathering news and on editorial writing. Literary writers gather material unconsciously or less systematically, gaining knowledge of life by living the sort of lives their circumstances permit. Travel and direct study of the subjects they write about—for example, a biography—represent the most immediate ways they have to gather material.

High-school Publication Work Is an Excellent Introduction to Journalism.—The development of journalistic writing in high schools provides excellent opportunity for the student to obtain preliminary conception of the nature of journalism and valuable practice in simple journalistic technique. Many editorial principles that guide the three high-school publications, the weekly newspaper, the magazine, and the annual or semiannual, are identical with major principles that guide the publication of adult periodicals. The high-school journalist, properly taught, learns principles that he can apply later in the broad field of adult journalism.

If the student wishes to enter journalism after his high-school experience, he may follow one of two commendable courses. He may attend college and take major subjects in journalism. There he will do well to gain further practical experience by doing faithful work for college publications,

even if he can gain no credit nor honors for this. He should study intensively, besides journalistic technique, literature, the science of government, economics, history, and other subjects that will give him understanding of the present-day work of men, whose activities he will report. He may help earn his way in college by working as a correspondent for a large daily in his home city or state.



FIG. 1.—Cross-section of editorial office.

Here are shown the essential units of a well-organized editorial office for the high-school paper. The reporter writing copy on the typewriter is shown at the left; in the center is a copyreader at work with the black pencil, shears, and paste pot; at the right is the editor suggesting an assignment to a reporter. The assignment sheet and copy baskets lie on her desk.

The high-school graduate who does not go to college may find a position as cub reporter on a small newspaper and there gain by practical experience the beginnings of that broad understanding required of the successful newspaper man. Some newspaper men strongly recommend such procedure. Transition from a high-school newspaper to a good country newspaper should be easy, since the principles behind the

publication of both are much the same. Working for a daily newspaper in a city of from five to twenty-five thousand provides most valuable experience. In such a place men work at widely diversified occupations. City and county officials are seen in action. The "game of American politics" is being played. Drama and music are presented in finished manner. Business is organized. All these activities must be understood by the newspaper writer if he is to report them successfully, and he will be busy for several years learning to comprehend them. When experience has been brought to a ripe stage, the young journalist may find it desirable to go to college or to seek a position on a metropolitan daily, where his work will become specialized.

Whether the student eventually takes up a journalistic career or not, his high-school experience should prove decidedly educational. He should gain ability to express himself well in English. He should enlarge his conception of life as service, for when he does good work for his school publication, he performs a valuable service for his school. He should increase his understanding of American publications, and of the fundamental principles of advertising, with which American business is definitely interwoven. He should be able to select his reading with insight. As a trained newspaper reader, he should learn to demand better service from the newspapers themselves, and thus indirectly help to improve society. Finally, he should learn the great principle of cooperation, that is, of working successfully with others.

Exercises

1. Temporary or local timeliness is more characteristic of journalistic material than of literary material. Which of the following prose selections are journalistic for this reason? What are the timely elements? Which selections are literary because they contain truths of life beautifully expressed? Some examples are from high-school papers. Which are they? Which are literary because they can be read again and again with appreciation?

Recently we were standing one morning at the Public Square, looking up with keen interest and even with pride at the great tower of our Union Station.

"Is it not astounding," said a by-stander who seemed to share my thoughts, "the speed with which they built that tower rising hundreds of feet in the sky? And to think that it took years, yes, years, if I remember rightly, to build the foundations, which, in comparison, are but a few feet under ground."

"I heard they had to dig till they found rock," I answered. "Some 200 feet down!"

"It must have been solid rock," was the man's parting remark. This incident started a train of thoughts.

Here we are again back at school. Another year of training stands before us. A year of digging into solid rock. For what are our years in a high-school course but long years of foundation building, of preparing ourselves for our work in the world?

Vacation is over. It is time to get down to work in earnest in order to prepare ourselves for life. Now is our opportunity to build a firm foundation of knowledge.

Let us, above all, keep in mind that the rapidity of our rise in the world will depend largely—if not entirely—upon the depth and solidity of our foundation.

In a secluded and mountainous part of Styria there was, in old time, a valley of the most surprising and luxuriant fertility. It was surrounded on all sides by steep and rocky mountains, rising into peaks which were always covered with snow, and from which a number of torrents descended in constant cataracts. One of these fell westward, over the face of a crag so high that, when the sun had set to everything else, and all below was darkness, his beams still shone full upon this waterfall, so that it looked like a shower of gold. It was therefore called by the people of the neighborhood the Golden River.

A panorama more deplorably desolate no human imagination can conceive. To the right and left, as far as the eye could reach, there lay outstretched, like ramparts of the world, lines of horribly black and beetling cliff, whose character of gloom was but the more forcibly illustrated by the surf which reared high up against it its white and ghastly crest, howling and shrieking forever. Just opposite the promontory upon whose apex we were placed, and at a distance of some five or six miles out at sea, there was visible a small, bleak-looking island; or, more properly, its position was discernible through the wilderness of surge in which it was enveloped. About two miles nearer the land arose another, of smaller size, hideously craggy and barren, and encompassed at various intervals by a cluster of dark rocks.

Forty-one trophies, including six silver cups, all won in horseshoe pitching tournaments, is the record of Frank Stinson, junior B. Nine gold or silver medals also are numbered among the awards.

Stinson was at one time the boys' horseshoe pitching champion of the world.

In tournaments, Stinson's average is three ringers out of every four horseshoes that he throws. He has thrown just one below the world's record of thirteen doubles. He has taken six horseshoes and put every one of them around the stake.

Stinson is now too old to enter the boys' championship tournament again.

2. Poetry may be journalistic or literary. Which are which in the following? Why?

Under the wide and starry sky,
Dig the grave and let me lie.
Glad did I live and gladly die,
And I laid me down with a will.

This be the verse you grave for me;
Here he lies where he longed to be;
Home is the sailor, home from sea,
And the hunter home from the hill.

We loved—but it was not in vain;
We did not wave good-by;
He did not whistle down the lane;
I did not want to die.

He did not meet another lass,
Nor I another lad;
Happy we saw the hours pass,
And oh, what fun we had!

I did not write some pretty verse;
He did not leave me flat.
You poets, mournful as a hearse,
What do you think of that?

The night has a thousand eyes,
And the day but one;
Yet the light of the whole world dies
With the setting sun.

The mind has a thousand eyes,
And the heart but one;
Yet the light of a whole life dies
When love is done.

Hast thou named all the birds without a gun?
Loved the wood-rose, and left it on its stalk?
At rich men's tables eaten bread and pulse?
Unarmed faced danger with a heart of trust?
And loved so well a high behaviour,
In man or maid, that thou from speech refrained,
Nobility more nobly to repay?
O be my friend, and teach me to be thine!

A great bazaar we'll hold
To swell our funds twofold.
The stuff we'll sell
The way we'll yell,
Will simply knock you cold.

So don't you miss
This night of bliss—
This frolic without end.
It's you, your team, and school
you'll help
With every cent you spend.

How can a fellow study
When trout are leaping high?
How can a fellow study
When lazy winds sweep by?
When all out-doors is calling
And shouting "It is May!"
How can a fellow study?
But, gosh! I'd better try.

CHAPTER II

TYPES OF ADULT JOURNALISM

The Student Must Learn to Evaluate Printed Matter and Publications.—As a future citizen the high-school student must learn to be an intelligent and skillful reader of periodicals. At a time when the printing press pours forth a daily deluge he can make only a limited selection of periodicals for his reading because it is physically impossible to do more. In a country where freedom of the press is insisted upon, he finds a flood of reading matter that includes the good, the bad, and the indifferent, and from this he must select the reliable and the personally suitable.

The Modern Newspaper Includes Four Essential Units.—The American newspaper has for sale a service of news and advertising, the income from which must be greater than the expense of publication if the newspaper is to exist as a business institution. The editorial department prepares the news product, with its by-products, and the advertising department prepares the advertising. The mechanical, or printing division, converts the output of both the other divisions into a form presentable for public reading. The circulation department manages the sale of subscriptions and the distribution of papers. Many newspapers refer to the circulation and advertising divisions as subdivisions of the business department.

The four departments are represented in the force of every periodical, although the combinations are extremely variable, no two being alike. The frontier newspaper, managed, edited, and printed by a single man, represents one extreme. The metropolitan daily, that needs a skyscraper to house its departments with their various personnel and subdivisions, represents the other.

The Editorial Department Prepares the News Product.—

The reporter is the *sine qua non* in the preparation of the newspaper's most widely read product—news. The local reporter, working under the direction of the city editor of a large newspaper, gathers news from his locality, which he either writes, himself, or telephones to a rewrite man who does the actual writing. The distant correspondent, another type of reporter, sends to a city daily news of his community by mail, telephone, or telegraph. The special correspondent, an experienced reporter, represents his newspaper or a combination of newspapers in some strategic news center, such as Washington, D.C., from which he writes news that he and the editor think will have special interest for the readers of their paper. The public is eager to read and is willing to pay promptly for the timely information all these writers accumulate. News associations gather facts in a systematic manner and send to the newspaper by telephone, telegraph, or radio, the great bulk of national and international news.

Newspapers must select and adapt news of all sorts forwarded to them by all kinds of reporters and by news associations. A group of men called "editors" does this work. The city editor, who directs the work of a corps of city reporters on a city daily, selects news possibilities, gives his reporters assignments, and later modifies their stories, or delegates this power to copyreaders who are really routine editors. The telegraph editor edits news that comes over the wire from news associations. The exchange editor rewrites news or clips items that he thinks will interest his readers. The art editor supervises the work of cartoonists, illustrators, and other artists needed for the production of illustrations. The magazine editor selects and adapts material obtained principally from syndicates and news associations for publication on the magazine page or in the magazine section of the Sunday issue. The librarian has charge of the library of reference books and of all illustrative material filed for future use; his department, commonly called "the morgue," contains much data, including biographies of prominent people, all prepared for publication in connection with future news events. That is why, upon

the death of an important personage, newspapers at once print detailed accounts of the man's life. The state editor edits the page devoted to state news. The society editor and the sporting editor edit the news concerning social life and athletics. Editorial writers, under the direction of the editor himself on many large city dailies, write editorial articles. The managing editor not only directs the editorial staff but holds himself responsible for the coordination and cooperation of all the major departments. He does most of the "hiring and firing." The editor himself, or the editor-in-chief, may perform the duty just mentioned, or may take over the work of some other of the principal executive positions named. The publisher of a large newspaper sometimes has authority over all, but he usually delegates active direction of the paper to the editor and managing editor.

The Circulation Department Sells the News.—The paramount duty of the circulation department is to sell the news. Its efforts have a strikingly effective bearing on the value of advertising space, but, after all is said and done, its principal work is to sell the news service. Advertising value in a given newspaper is worth very little until the public has been assured of the paper's news value.

The circulation division of a large city daily has three subdivisions: the city carrier division, the mailing division, and the street sales division. The circulation manager directs all, and he holds himself responsible to the business manager.

The Advertising Department Sells Advertising Space.—After a newspaper has developed an editorial content that large numbers of people have desire to buy, and after the circulation department has sold the paper in large quantities by subscription and by street sales to bona fide readers, then there comes into being a newspaper product that brings in more revenue than the sale of news, namely, advertising value. The advertising manager, responsible to the business manager, has charge of advertising space. Under him, advertising salesmen canvass business men to secure advertising; and advertising writers, who have developed the art, prepare advertising copy to fit the customer's needs. Much advertis-

ing comes to periodicals of wide circulation from agencies, which act as advisers to business men in placing and writing advertisements, and which charge proportionate fees for service.

The Mechanical Department Reproduces the Pattern.—

When the editorial force completes its work for a single issue, and when the advertising department sells all the advertising space possible, the newspaper, in pattern form, has come into being. Everything that the public wishes is there except nicety of form. It remains for another department to reproduce the pattern in large quantities. That department does this by the art of printing.

The mechanical department of the modern newspaper has four main divisions: the composing room, the stereotyping room, the press room, and the engraving room. In the composing room men set the news and advertising into type, mostly by expensive typesetting machines, either monotype or linotype, although they do some typesetting or composition by hand. Proofreaders, who are part of the force of the composing room of a big newspaper, make certain that the matter has been set correctly in type. They compare proofs of the type with the original and point out on proof sheets what corrections the typesetters should make. A head proofreader has charge. Large newspapers have stereotyping departments that prepare semi-cylindrical molds of the type after it has been fitted into page forms. In a sense these semi-cylinders are type especially adapted for use on modern rotary presses. Printers reproduce small newspapers, such as high-school or country weeklies, directly from type, by means of flat-bed presses; hence, they do not require the use of stereotyping. The press room is the place where the presses are operated. The great rotary presses of a large daily print and fold newspapers of numerous pages faster than the clock ticks. In the engraving room men manufacture the cuts or mechanical means for reproducing illustrations.

Every subdivision may have its own foreman, with a superintendent or foreman in charge of the entire department. He is responsible to the managing editor.

The Business Management Handles the Money.—The business manager, who directs the advertising and circulation staffs, needs a department of his own to keep accounts and to take charge of all incoming and outgoing money. He has a cashier as his principal assistant. Bookkeepers, stenographers, and clerical help make up the corps. Sometimes the publisher assumes the office of business manager.

Newspaper Products Go through Many Hands.—The life history of an item of local news, from the time the reporters gather it to the moment when it comes from the press, shows the complexity of organization of a metropolitan newspaper.

1. *The Reporter Gathers News.*—A local reporter, whose duty it is to call on the secretary of the chamber of commerce for news, learns that a large manufacturing concern that has branches all over the country has decided to locate its main office in the city.

2. *The Reporter Writes News.*—After visiting other news sources, the reporter returns to the city room and writes his story, which he turns over to the city editor.

3. *The Copyreader Edits the News.*—The city editor reads the story, finds it an important piece of news accurately and interestingly written, and puts it with other copy into the hands of the head copyreader. The copyreader, really a subeditor, notes the contents of the story for the purpose of designating a headline, and gives it to an assistant who checks the story both for facts and for expression and writes for it a headline. He returns the story to the head copyreader for approval.

4. *The Compositors Set the News.*—The head copyreader sends the news story by a pneumatic tube to the composing room, where the foreman receives it, and gives it to a linotype operator for transformation into type. If the hour for press closing is at hand and the story is long, he may divide the story among several linotype operators.

5. *The Printer Pulls the Proof.*—The typesetter places the form of type, with other stories already in type, in a long brass tray, called a "galley." He then inks the type with a hand roller. He places a long sheet of news-print paper, a little longer than a newspaper column and about twice as

wide, over the type surface and presses upon it with a heavy roller. When he removes the paper, he sees the story in print. That paper is now a galley proof. A recent invention is an automatic proof-pulling machine.

6. *The Proofreader Reads Proof.*—The head proofreader now assigns the proof sheet, with the original story, to one of his assistants who checks the printed story with the original. He notes errors by making in the margins proofreader's signs.

7. *The Typesetter Corrects the Type.*—The proofreader returns the corrected proof to a linotype operator who rectifies typographical mistakes.

8. *The Story Goes to Make-up.*—Next, the typesetter transfers the story in the form of type to the make-up man who fits it with others into a page form and sends it to the stereotyping room.

9. *Men Stereotype the Page Containing the Story.*—In the stereotyping room men make a complete page of type, including the news story, into a semi-cylindrical metallic mold, which just fits one of the rollers on the big rotary press.

10. *The Press Prints the Story.*—The press, a marvelous and costly piece of machinery, rapidly prints the reporter's story, and then the circulation department distributes it to hundreds of thousands of readers.

As the reporter seeks news, so the advertising salesman seeks from a business man his advertisement for the next issue. After he gains a contract and obtains copy, he sends the advertisement through practically the same process as a piece of news, but a process that calls for much more hand composition.

Newspaper Products Vary in Quality.—News varies in quality just as butter or any form of merchandise does. If the news is accurate information whose publication will tend toward the ultimate happiness and betterment of the individual and his social order, it is good. If it is information that appeals to the animal instincts of people, with a tendency to degrade and demoralize, it is bad. All sorts of gradations exist between these two extremes.

Advertising, also, may be good or bad. If it is accurate advertising of merchandise to be sold by a reliable firm, it is

good. If it represents a scheme to defraud people of money, offering merely what appears good, such as certain kinds of patent medicines or fraudulent stocks and bonds, then the advertising is, unquestionably, bad.

Newspapers must decide on the quality of the news and of the advertising that they expect to sell. If the newspapers are interested merely in making money, they can sell bad news and advertising, for thousands of people either wish such material or else are too ignorant to recognize the quality of the material they receive. In fact, too many people wish bad newspaper products, and so scores of newspapers engage in exploitation. Newspapers, no better and no worse than their readers, can be reformed only by improving the taste of people in regard to the news and the advertising.

The Newspaper Is a Big Business.—The conduct of the American newspaper as a business has ceased to be a small business. The day when a man could buy a small press and a little type and publish a personal or community mouthpiece has passed. Today, extensive and costly inventions have improved the size and quality of the newspaper itself and the speed with which men can produce it. A metropolitan newspaper can not establish itself without expending millions of dollars. A good country newspaper needs a linotype machine, a press, and type equipment that cost a small fortune to purchase. Hence, wealthy men own newspapers or large stock-holding corporations control them. This fact gives rise to many newspaper problems.

The Newspaper Must Give Service.—Like other types of business, the newspaper becomes a profitable and permanent business only when it offers a valuable type of service. It will gain most from its advertising space if it constantly thinks of service to the average reader.

Collectively, American citizens represent a democratic government. Their individual opinions, expressed *en masse* through the ballot, represent public opinion, the only ruler they wish to have. The citizens realize that their government exists for improving or making secure their welfare and provides as much for the individual himself as it can without

depriving others of rights and privileges. The citizens should also realize that the more intelligent they are concerning their small part in the conduct of their government the greater individual benefits they will have.

How does the newspaper contribute to general intelligence? The newspaper's service to the patriotic American, who is citizen of his nation, his state, and his community, is as essential as the food he eats.

Without newspaper service,

1. How would he decide for whom to vote?
2. How would he know who was elected?
3. How would he test the records of government officials?
4. How would he know about new laws?
5. How would he know how well the officials enforce laws?
6. How would he know about conditions that call for improvement by future legislation?
7. How would he inform himself of his country's relations with foreign nations?

American newspapers distinguish themselves by the services they render American citizens in these respects. Speed of publication, which enables the voter to know election results on the day after election, is an achievement the average voter hardly appreciates. In fact, newspapers have been more faithful in providing information for the citizen than has the citizen in taking advantage of such information. Improved government will come when the American citizen learns to read his papers more carefully.

The Newspaper Has Various Functions.—A newspaper must furnish its readers large quantities of interesting news. The paper must act as an advertising medium if it wishes to succeed as a business. It may or may not print material devoted to pure entertainment, such as fiction and humor; most newspapers do. Under the same conditions the newspaper may furnish quantities of practical information, and it may interpret news by editorial articles.

Newspaper Reading Should Be Systematic.—A rapid reader would find it almost impossible to read everything contained in a single issue of a metropolitan daily, so great is the quantity

of reading material. The modern editor knows that quantity is a necessity in order to satisfy the varied interest of thousands of readers—in some cases, of millions of readers. The average man or woman probably considers a half hour a liberal amount of time to devote to his daily newspaper.

A practical method of reading calls for a division of news into three classes: (1) news items that one should read fully and carefully; (2) items that one should read partially; and (3) news items that one should ignore.

To what class a piece of news belongs depends entirely upon the individual. For example, an item about a city commissioner or a school board election would have sufficient interest to one of the candidates to urge him to read the whole item. Many voters, on the other hand, would content themselves with partial reading.

A school boy interested in school basketball would read the account of a local basketball contest, whereas this boy's father might merely glance at the article. Criminal lawyers might read long accounts of court cases, while, on the other hand, the average reader, interested in profitable news reading, might read such stories only in part or disregard them altogether unless he found in them sensational interest. The average reader should ignore accounts of crimes committed by abnormal persons, or accounts of scandals that include demoralizing details.

Citizens should read well certain news accounts if they expect to vote intelligently. They should read stories announcing political candidates and discussing their qualifications. They should give at least partial consideration to the doings of the city council, the state legislatures, and the national government at Washington, D. C.

Modern methods of editing newspapers enable the reader to classify news for reading purposes. The newspaper headline suggests accurately the contents of a news story, and enables the reader to decide how much consideration to give to the story that it advertises.

If the story is one that the reader should ignore entirely, all he needs to do is to note the headline. If a story is worthy

of only partial consideration, the reader will find that the first part always contains what is most important and most interesting. In some cases the reader need consider only what newspaper men call the "lead," which gives the most significant point concerning a news event. If the headline tells the reader that the story is important news for him, and if he decides that he must read it all, he will gain value from the full but concise account.

The Habit's the Thing.—The suggestions for newspaper reading apply best to the person who makes such reading a daily habit, who considers a careful perusal of daily news fully as important as his breakfast. Every issue of a daily newspaper is a report of one act in a never-ending world drama. If one picks up a newspaper, he finds himself in the midst of the play. Thousands of plots are in development, are beginning, or are coming to a close. Millions of characters are on the stage. The reading of newspapers, that tell about this drama of life, should form an essential part of journalistic work in high schools. A semester of supplementary newspaper study under an inspiring instructor will help to form the habit of reading good newspapers.

The Student Finds Much News Impersonal.—A significant reason why young people do not read newspapers habitually lies in the fact that young people do not feel that they themselves have an important part in national or world affairs. Does the stock quotation page mean as much to a high-school senior as it does to Mr. Z, who has his life earnings invested in oil, mining, and railway stock? What, then, is the interest of each in looking at that page of the newspaper? Until a youth is 21 and can vote, he is not whole-heartedly interested in political issues. Until he has to pay taxes he has no enthusiastic interest in proposed tax reforms. Is it hard to understand why he does not read those parts of newspapers that give space to reporting such matters?

Recent developments in scholastic journalism provide a means to overcome this condition. Good school publications, that report events the student feels vitally concern him, make strong appeal to young people. Such papers may contain

the pupil's own name and the names of his friends; accounts of events at which he himself was present; discussions of problems he himself is thinking about; and humorous items about matters with which his daily experience is rich.

Class study of a daily newspaper after the manner suggested and the encouragement of a school newspaper are direct means of inculcating the habit of newspaper reading. Such a habit should bear fruit in a love and understanding of the real things of life and in an insistence on learning facts or, at least, authoritative opinion concerning public questions.

The Country Newspaper Has Its Place.—All sorts of gradations exist between the metropolitan daily and the country newspaper. The two are extremes. Periodicals which are means between the two have variable characteristics of each, all depending on what the editors think fit the field.

The country newspaper, usually a weekly issue, is an admirable and useful product of journalism. William Allen White, editor of *The Emporia (Kansas) Gazette*, is a country newspaper editor who has become a journalist and author of national reputation. A country paper is useful in its community and may be a profitable business. Put out by a small force, sometimes by only one man, it confines its news gathering to its own and to neighboring communities. Personals, or short one- and two-sentence items reporting the activities of local people, are a specialty, usually grouped under community headings. The editor may supplement local news with "boiler plate material," stereotyped feature material in metallic form prepared by syndicates especially for such newspapers. He may buy his print paper already cut, and already printed on one side with feature material and advertising, also furnished by syndicates. He sells advertising to local business men and does much job printing. He can make himself one of the most influential and respected men in his community.

Trades, Associations, and Professions Have Their Journals.—Association, trade, and professional journals are flourishing products of American journalism. They are periodicals issued in the interests of associations, like the National Education Association; fraternal orders, like the

Free Masons; trades, such as plumbing; industries, such as lumbering; or professions, such as medicine. Many such papers appear weekly, many monthly, and some quarterly and annually. They give the news of the field involved, sell especially needed advertising to manufacturers and jobbers, and present special articles containing helpful suggestions toward the conduct of the associations, trades, or professions. Many associations subsidize their journals, part of the membership fee going toward subscription. The publishers of such publications do not wish to make money. The *National Geographic Magazine* is an excellent example of such a publication.

The Weekly News and Editorial Magazine Is Popular.—Periodicals containing interesting condensations and interpretations of the news of the week find favor in America, and a number of such publications have achieved national circulation. They are designed for readers who like to obtain digests of weekly news, to supplement news from the daily paper. Digests of the news, special articles, and interesting illustrations help to make such journals true magazines full of alluring reading matter. Some magazines of this type, with national circulations, have advertising space that has great value for general advertisers.

The Literary Magazine Challenges Good Writers.—Magazines devoted to literary material, comprising fiction, essays, poetry, and special articles of exceptional quality, may or may not be considered products of journalism. The editors may recognize literary contributions adapted to their publications. Since literary taste is not general, however, the circulation, though national, is not large, and as a consequence of comparatively low value to advertising space, the subscription prices must be comparatively high. Such periodicals find it difficult to exist as profitable business institutions. Several such magazines have maintained excellent reputations for many years and challenge writers to submit their work.

The Popular Magazine Shows Shrewd Editorial Selection.—Readable fiction and special articles on popular interests and

problems of the day, written by well-known writers, make successful magazines of a popular type in American journalism. Some appear weekly, some monthly. They have good illustrations and adapt their contents to the interests of average readers whose numbers run into millions. By selling such magazines at low prices, and by drawing on capital to pay expenses for a year or more, such magazines gain enormous circulations. General readability, plus circulation, soon creates a high value for advertising space. As a result, manufacturers and producers who have products to sell throughout the country buy much space. The advertising becomes so extensive and so highly developed in artistic worth that readers prize such magazines as much for advertising as for ordinary reading matter.

Magazines of the popular type appeal to the adult, and now aim, also, at the juvenile and the adolescent. Other magazines appeal to housekeeping and to home interests.

Cheap Fiction Magazines Appeal to the Uneducated.—Magazines published ostensibly to make money have little altruistic intent. The editors select fiction that will arouse the interests of comparatively uneducated readers. Often they select trashy, or morally bad, material. They accept advertising that may be unreliable.

Humor Will Sell.—Several magazines of national circulation illustrate the fact that humor is a salable journalistic product. Such magazines may appear weekly or monthly; they contain humor of all varieties, expressed verbally and pictorially. Their editors and artists prepare much of the material, but they encourage general contributions, for which they make prompt and liberal payment. For their magazines they obtain national advertising.

Americans Like Scientific Magazines.—Since the average American has much scientific curiosity, a surprisingly large number of monthly scientific magazines have come into being. A few appeal to the well-educated class, presenting authoritative articles. Their editors lead in scientific investigation. Others aim at wide circulation. They specialize in articles about what is exceptional or unique in interest, and depend

largely on illustrations. They have sales value for news stands, and maintain circulations that enable them to carry much advertising. Boys of the adolescent age read the popular scientific magazines.

Big Business Houses Publish Special Periodicals.—Just as citizens need information in order to fulfil their duties and work harmoniously, so the employees of a corporation need to be informed of the news of the business. Expansions, changes in policy, suggestions for improved means of carrying on the work, accounts of promotions, and personal items constitute most of the editorial content of such publications. The corporations pay the entire cost of publication and make little, if any, attempt to sell advertising space. Such publications offer good positions to the graduates of university schools of journalism.

Exercises

1. A number of prominent daily newspapers print on their editorial pages concise summaries of editorial purposes or characteristic editorial ideals. Study these six examples and answer concerning every one the following questions

a. American newspapers once showed strong political party affiliations. Which of the following declare political independence?

b. Which take strong stands on important national subjects?

c. Which state their principles only in a general way?

d. Which state their principles specifically?

e. Which have aggressive policies?

f. Which state principles concerning other subjects than economics and politics?

The Chicago Tribune

For America:

Repeal the Volstead Act.

Unrestricted Flow of Electric Power through the Nation.

Protect American Lives and Interests Everywhere.

For the Middle West:

Build a Nine-foot Waterway to New Orleans.

A Highway System Adequate at All Points to the Demands of Traffic.

Purchase of Western Railroads by Western Investors.
 National and State Legislation to Encourage Regrowth of Our Forests
 Prevent Flood Devastations in the Mississippi Valley.

The Seattle Post-Intelligencer

The *Post-Intelligencer's* Program for Building the Greater Seattle of Tomorrow:

1. United action to realize our opportunities and to capitalize them.
2. "Sell" Seattle to the world by community advertising.
3. Support existing industries; secure new ones suited to our field.
4. Further stabilize apple, berry, poultry, and dairy industries.
5. Promote state unity and cooperation in our cities.
6. Expand the import and the export trade through the Sound gateway.
7. Seattle for *Everybody* who will work for its progress.

The Cincinnati Enquirer

The Enquirer's Platform for Cincinnati:

Construction, without Delay, of Adequate Railway Freight and Passenger Terminals.

Building of a Rapid Transit System with a Workable Plan of Operation.

Extension of a Boulevard Lighting Plan.

Development of Park and Boulevard Plans.

Lessening of the Smoke Nuisance.

Advancement of Cincinnati's Prestige as a National Art Center.

The Perpetuation of Good Government.

The New York World

The World, as established by Joseph Pulitzer, May 10, 1883:

An institution that should always fight for progress and reform, never tolerate injustice or corruption, always fight demagogues of all parties, never belong to any party, always oppose privileged classes and public plunderers, never lack sympathy with the poor, always remain devoted to the public welfare, never be satisfied with merely printing news, always be drastically independent, never be afraid to attack wrong, whether by predatory plutocracy or predatory poverty.

The St. Louis Globe-Democrat

The Globe-Democrat is an independent newspaper, printing the news impartially, supporting what it believes to be right, and opposing what it believes to be wrong without regard to party politics.

The Seattle Daily Times

Our Program: To protect and to foster the moral, material, and cultural welfare of Seattle and of Washington; to encourage honest and efficient government; to fight injustice and wrongdoing wherever found; to

promote cooperation with our neighbors to the end that our state and our region, favored above all others in climate, resources and opportunities, may fulfil their rightful destiny; and to give all our people a clean, accurate, dependable, and informative newspaper.

2. Spend a half hour reading a good daily paper according to the suggestions given in the chapter. Bring to class six examples of news you once ignored entirely, six that you once read in part, and six that you once read completely. Give reasons for your former selection.

3. Form the habit of devoting a half hour daily to intelligent reading of a good daily newspaper, preferably one published in your own city or community. Make this reading a compulsory unit of your daily assignment. Be ready at all times for simple quizzes of the "true-false" or "fill-in-the-blank" type dealing with last-minute news developments in local, state, national, and international news.

CHAPTER III

HIGH-SCHOOL PUBLICATIONS

1. THE NEWSPAPER

The School Newspaper Is a Remarkable Development.—The most significant new type of publication in American journalism is the school newspaper. This has developed greatly in the last ten years, especially in secondary schools, where, in its most useful form, it has become a weekly. In the small colleges and in normal schools it is likewise a weekly, but in the universities a daily is the usual thing.

Both high-school and college newspapers serve their institutions as house organs serve their organizations.

1. They are media for the dissemination of information and of suggestions that tend to make the schools working units in constructive education. This service has especial value in great schools where the entire student body is too large for frequent assemblies.

2. They furnish publicity for school affairs.

3. They offer means for recognizing outstanding work by students, faculty, and alumni.

4. They offer outlet and motivation for journalistic writing. Writing for the school publication acts as a spur to personal effort. In the best high schools the members of the editorial staff may not work for the school publications until they have passed in a semester of class training in journalistic technique intended to fit students for work on school publications. In small colleges and normal schools the best material for staff members comes from students who had high-school training and experience in editorial work. In universities that possess schools of journalism the daily newspaper offers an outlet for effective writing.

5. The school newspapers offer training in business methods and in commercial art. Pupils gain valuable experience in

salesmanship, in bookkeeping, in stenography, in business management, and in the attainment of public goodwill. Commercial art students gain experience in cartooning, in simple engraving work, and in making various methods of illustration.

The School Newspaper Needs Characteristic Organization.

A glance at the mastheads of hundreds of school and college weeklies throughout the country shows the varieties of organization attempted. Some have surprisingly small staffs for the large papers they put out. Others have surprisingly large staffs, often approaching a half hundred. For some, regularly appointed staffs prepare the papers for a given period, usually a semester. For others, the staffs are changed at intervals to give practice for a large number of students. Some papers ape the staff combinations of metropolitan dailies. Many papers, prepared purely for the joy of the work, appear at odd times. Students working during stated school periods, for definite school credit, prepare some. Editorial boards under strict editorial and business supervision by competent instructors prepare others; some unsupervised boards print juvenilities and crudities that should never soil newsprint.

School and college newspapers are peculiarly things in themselves, having characteristics unlike those of adult newspapers. For this reason they should have staff arrangements that do not imitate adult newspapers but that fit the publications for their work.

Students should have elective credit commensurate with the work done. The equivalent of two periods of supervised work per day should gain the amount of credit given for work for one of the standard elective subjects.

The staff of the high-school newspaper should hold itself responsible first to the editor and then to the faculty adviser under whom the editor himself works. The advising instructor marks every student for the work he does and decides the credit to be given; he checks all copy and serves as a source of constructive suggestion. The staffs of the college weeklies and of the university dailies usually work under the supervision of the departments of journalism, if there be any.

While college journalists have more independence in the conduct of their periodicals than do high-school journalists, they need sympathetic advice by a member of the faculty in journalism.

The school newspaper reporter should have a regular news run and specific assignments, all recorded on a record sheet open to his inspection at all times. Previous to appointment to the staff the reporter should have passed at least a semester's study in journalistic technique.

The School Copyreader Should Work According to a Schedule.—Copyreaders, who have had one semester's reporting experience plus the semester's class work, should edit the work of the reporters. Copyreaders should have regular hours for duty. They should serve an appropriate number of periods per week. The editor should distribute work in accordance with school programs.

The best way to do this is to construct a chart like this:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Before school					
1					
2					
3					
4					
5					
6					
7					
8					

In the period space for every day he places the names of the editors on duty. He thumb tacks the chart to the staff bulletin board, where editors may look at it at any time.

The humor editor, the exchange editor, and other department editors, most of whom can furnish early copy for the paper, should know on what days they should complete their work and place it in the copy basket. The editor records their work on the assignment sheet and, with the moral force

of the editorial adviser behind him, makes sure all department editors do their duty.

The School Paper Needs a Managing Editor.—The editor of a metropolitan newspaper has charge of the editorials, he himself writing many of them. With a school publication this arrangement will not succeed. It is better to select an

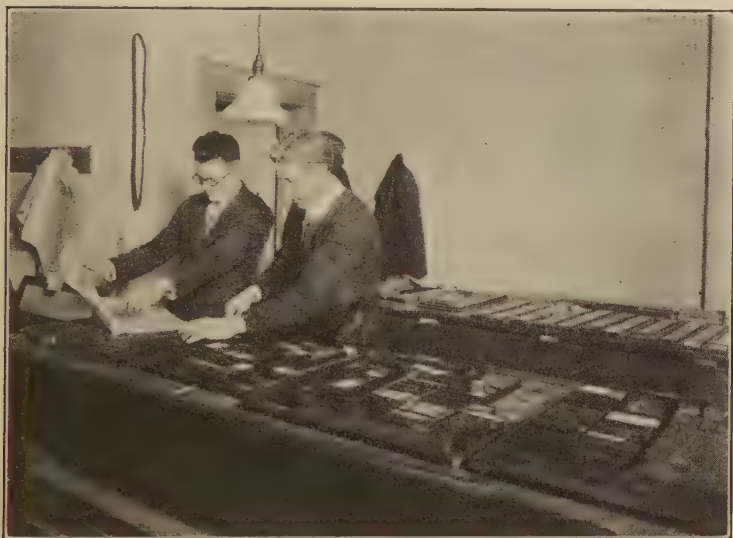


FIG. 2.—Directing the make-up.

Here is the high-school editor directing the make-up. He is telling the printer where to place the typed stories in the page forms, called "chases," and he works from a dummy that has been pasted together from stories cut from proof sheets and approved by the journalism teacher. Most high-school newspapers are printed from type as it lies made up in such page forms but clamped to the bed of a flat-bed printing press. On big dailies the pages are made into semi-cylindrical castings for use on rotary presses.

editorial writer who will accept suggestions from the editor and from the editorial adviser, who may assign editorial subjects just as they assign news story subjects. The writers of editorial articles should furnish early copy. What, then, does the editor do? The answer is obvious. He acts as does the managing editor of a large daily. He assigns reporters to news runs and to the obtaining of specific stories, records their work on his assignment sheet, assigns copyreaders to

hours of duty, designates headlines to be placed on stories, plans for illustrations, offers constructive criticisms to the staff in general, presides at staff meetings, confers with the business and advertising managers about advertising and circulation, and plans and supervises the make-up, especially that of the front page. He encourages the department editors, notably the sport editor, to plan and to supervise their make-up. In general, he molds and controls the character of the entire publication. His associate (the associate editor) does the work of a copyreader much of the time but at odd times, when the editor has other business or is ill, takes editorial responsibility.

Society and sport editors serve much as do reporters. They may copyread their own copy or may devote their energies to gathering and writing the news, leaving the editing to regular copyreaders. The staff cartoonist works much as does an editorial writer, obtaining suggestions from his own experiences or from the editor and the editorial adviser. He submits pencil sketches for approval before he makes final drawings.

The Business Department Pays the Bills.—The principal function of the business department of the high-school publication is to support the publication. The business departments of other periodicals not only support their publications, but they make money besides—in other words, they pay dividends to stockholders. While there is no objection to a high-school newspaper's making money for a school fund devoted to school betterment, there is no such necessity for making money as there is with other newspapers.

Another function of the business department is to provide opportunity for commercial students to obtain practical training in business methods. The business department offers training in management, in salesmanship, in bookkeeping, and in stenography in as valuable a form as can be found in any other work of the school. The one incentive found in the actual business world that is lacking is monetary compensation, which can be balanced by the granting of school credit. In some schools the business staff of the high-school publication

acts as a class in business administration, not only handling the business activities of the newspaper but also doing much other business for the school. Besides performing these services, the class studies textbook theory, and the pupils earn regular elective credit for good work.

The business department has three sections: the advertising, the circulation, and the office management sections the business manager having charge of all three sections.

Two Sources of Income.—The income of a publication comes from two sources, the sale of advertising and of subscriptions. Some of the best newspapers of the country depend entirely upon advertising to pay the cost of publication and reserve subscription money for profits or for other purposes. The business staff of the high-school newspaper might set such a plan as an ideal.

The keynote of the problem is the achievement of large circulation. If advertising is to pay for all or for most of the expenses of publication, the subscription price must be nominal. The secret of large circulation is a good paper at a price within the reach of all. The history of journalism in this country bears this out. Once the circulation rises to a large figure, the sale of advertising becomes comparatively easy because the paper can give value received for advertising charges. Business men are willing to advertise if they see likelihood of proper returns.

Service should stand as the ideal for the publication of a school periodical. If the paper is to reflect the life of the school, to unify the institution, and to act as a medium for the interchange of opinion and suggestion, as it should, it is essential that nearly every student of the school should subscribe to the paper and read it regularly. To achieve this the price must fall within the range of the poorest student.

There is a limit to which subscription prices can fall. To make prices too low will give students the idea that the paper is cheap and unworthy of respect. People associate quality with prices. Distributing free copies, or permitting the discarding of papers at the close of the circulation day, indicate a fault in management or in editorial policy. The paper must

interest the pupils so that they will wish to take the copies home with them.

Contests on the part of subscription salesmen, the offering of prizes with subscriptions, or any similar devices to increase subscriptions, have weakening effects. Giving value received for money spent means a good paper at relatively cheap cost. Some may say, "Our school is so situated that we can obtain no revenue from advertising. We have to make the subscription price pay for the paper." If the paper is good, this means a high subscription rate, which itself means limited circulation. If the school is satisfied, well and good. If not, the management must reduce the cost of publication. Publishing a smaller paper without cuts is one solution. Establishing a school printing plant is another. Gaining support for the paper from entertainments or school funds is another. The latter has the disadvantage of destroying a certain amount of initiative and ingenuity on the part of both the editorial and the business staff, which are most alert when they know they must conduct a self-supporting institution.

The editor can judge the popularity of his publication by noting how many readers actually buy his wares of their own free will. He should keep his fingers on the circulation pulse at all times. When the circulation falls below normal, he should make an immediate diagnosis and take remedial steps. When the circulation soars, the editor and the circulation manager should endeavor to maintain the high standards they set. The budget ticket system adopted in some schools, by which the student buys a ticket entitling him to a subscription to the school periodical as well as to admission to athletic events, brings with it many difficulties.

If the school is so situated that it can sell no advertising space, the staff may edit a column or department in the local daily or weekly paper and forego separate publication. Most editors of local papers welcome such school columns or departments, especially when the pupils manage them efficiently and intelligently.

Advertising should pay for most of the cost of publication; to obtain advertising easily, increase the circulation; to obtain

circulation, publish a good paper at a low price, depending on advertising to pay for the paper unless a maintenance fund comes from a source outside the paper's own management.

Establishing a Price Schedule Is Important.—The first thing to do to sell advertising is to establish a price schedule for space. Print this schedule on small cards for mailing or for distribution. Sell the advertising space on the basis of so much per column inch. Make the price depend on the number of times the advertisement is to run, offering a large number of insertions at a reduced rate. Charge somewhat extra for special positions for advertisements.

The following shows a typical rate card:

ADVERTISING RATE CARD

of

The Windsor Journal

Published by the Students of Windsor High School

Effective January 1, 1929

50 cents per column inch up to 8 inches

45 cents per column inch for 8 inches

40 cents per column inch for 10 inches

Quarter page.....	\$15.00
-------------------	---------

Half page.....	30.00
----------------	-------

Full page.....	55.00
----------------	-------

Students enrolled.....	2000
------------------------	------

Teachers and other officers.....	95
----------------------------------	----

The Windsor Journal is published on Wednesdays of the school year.

Size of paper, 4 to 6 pages, 7 column. Length of column, 21 inches.

Width of column, 2½ inches.

All cuts and mats must be sent prepaid.

All advertising copy must be in the hands of the printer by Monday noon before the date of publication.

No special position will be guaranteed unless by special arrangement with the faculty adviser.

An advertising contract is a second essential to a well-conducted advertising business. Make the contract in duplicate and see that both parties sign it. The advertiser will retain one copy and the advertising salesman the other to put on file in the office for record purposes. Without a contract misunderstandings may arise.

The following shows an advertising contract suitable for high-school publications:

ORIGINAL*	
<i>The Windsor Journal</i> Gentlemen:	—, 192—
<p>Please insert a . . . column . . . inch advertisement in the weekly edition of <i>The Windsor Journal</i> for the period of . . . commencing 192 , for which we agree to pay at the rate of . . . cents per inch per issue, payable monthly. We assume full obligation to furnish copy a reasonable time in advance of publication.</p> <p>This contract is not subject to cancellation after the first insertion.</p> <p>It is agreed that no verbal understanding or condition not specified in this contract will be recognized.</p>	
Accepted By _____	(Firm name) _____ (Signed) _____
<p>* The word "duplicate" should appear in place of "original" on the other copy.</p>	

The following form will enable the management to keep record of the advertising of a single advertiser throughout the school year. Outside of the cash book, which records daily receipts and expenditures, it is the only necessary book-keeping record of advertising. From it the business manager may make monthly statements to give to advertisers.

Advertiser's Account for the School Year								
<i>The Windsor Journal</i>					Windsor High School			
Account of								
Space contracted for								
Specified days of insertion								
First insertion								
Contract expires								
Weekly issues	1	2	3	4	5	Total space for month	Rate	Total amount for month
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

Five columns provide for every monthly and every weekly issue. Record the size of advertisements in column inches in every column space.

The following shows a model statement form:

<p>STATEMENT</p> <p>In Account With</p> <p><i>The Windsor Journal</i></p> <p>Windsor High School</p> <p>Office Room No. 5</p> <p style="text-align: right;">(A cancelled check will be considered a receipt unless a request to the contrary is made.)</p>		

Advertise the Students' Real Needs.—The advertising salesman should strive to give value received for advertising space. With this principle in mind, he will solicit the advertising of whatever the readers actually buy and need. The following indicate examples:

1. Apparel of all kinds for high-school boys or girls.
2. Amusements suitable for the best welfare of high-school students.
3. Refreshments.
4. School supplies.
5. Sporting goods.
6. Educational opportunities open to students.
7. Musical instruments and supplies.
8. Barber services.
9. Shoe shining.
10. Automobile services of all kinds.
11. School attractions.
12. Optical supplies and services.
13. Photography and photographic supplies.
14. Radio goods.
15. Banking and saving opportunities.
16. Gift suggestions for all occasions.

17. High-school jewelry.
18. Printing services.
19. Stationery and typewriter supplies.

Many high-school publications exist for years on philanthropic advertising. Business men interested in the schools buy space with no expectation of reasonable return. Accept such advertising when a generous spirit offers it, but do not ask for it; confine exertions to selling advertising that will give business men fair return.

Some of the best publications in the country restrict advertising to goods that are honest and beneficial. Exclude the advertising of patent medicines of doubtful value, dishonest schemes for making money, and all that is harmful or demoralizing. Do not accept advertisements for cheap dance halls, pool rooms, tobacco, cigarettes, and questionable plays of any kind.

Study the Prospect.—The advertising salesman who wishes to be successful will study carefully the needs of a prospect before he approaches him. If the salesman is clever, he will prepare in advance an example of advertisement suitable for publication in his paper and adapted to the needs of the prospect. Then, instead of approaching with the general question: "Mr. X, are you interested in advertising in *The Windsor Journal*?" he will say: "Mr. X, what do you think of an 'ad.' like this?" He will then explain the copy, tell for what it is intended, and explain the prices. Consider the season needs of the advertiser. Think of a timely advertisement for the date of next publication. Study the art of writing advertisements as well as the art of salesmanship.

The advertising salesman draws the contracts, collects the copy, and gives it to the publishers before the time set for closing the columns. He should read the proof of advertisements for which he collected copy.

The advertising salesman works on assignments just as a reporter does, the assignments coming from the advertising manager, or else he works in a district assigned to him, or visits certain assigned business men. He acts under the direction of the advertising manager.

The Advertising Manager Should Have Had Business Experience.—No one should act as advertising manager unless he has had experience as a salesman. Superior knowledge and experience will entitle him to respect and confidence. He should direct the work of salesmen and himself attend to the most important soliciting. He should make himself thoroughly familiar with the field of prospects open to the paper, should apportion territory to the salesmen in a convenient manner, and should direct assignments. He should post his assignment sheet where the advertising salesmen may see it at any time of the day.

The advertising manager should take charge of the proof-reading of all advertising and should attend when the editors make up the paper, so that he can see that the editors fulfil all provisions of advertising contracts relating to location of space. In planning make-up he should follow the rule that the most approved location for advertising calls for banking only on one half of the page, across the bottom and up the right hand side, the advertisements proceeding step like from the lower left-hand corner to the upper right.

Note the Success of Advertising.—The advertising managers of large publications follow, by scientific methods, the results of advertising. For example, they encourage advertisers to offer special prices to customers who present at the time of purchase some clipping from the advertisement; they may insert the line, "In purchasing from advertisers please mention this paper;" or, they may adopt numerous other more original plans. By aid of such plans they show definite results to advertisers, and make charges accordingly. The advertising department of the high-school publication can follow the same method. The department should show the results of advertising with the sole purpose of leading business men to see that advertising in high-school publications is profitable.

The advertising manager should see that none of his salesmen receive "rake-offs" or commissions for advertising. He should see that advertisers who wish proof of their copy receive it, and he should make certain that his subordinates send papers to the advertisers with their bills. He should realize

that write-ups or "readers" in connection with advertisements, with the possible exception of those concerning theaters, injure the best interests of the publication.

The Circulation Manager Has Responsibility.—The circulation department has the problem of distribution. The circulation manager has charge of the department, and directs the mailing manager.

In a large high school the persons in charge may make distribution through the session rooms. A session room representative takes charge of sales and distribution, for which he receives a free subscription. All session room representatives act under the direct charge of the circulation manager.

The following shows a convenient receipt and record combination for selling subscriptions:

No. 1902	THIS IS YOUR HALF (Fill this out and retain it as a receipt)	Session Room——
Received of _____	30 cents, subscription during one semester	
Date _____	<i>The Windsor Journal</i>	
No. 1902	THIS IS OUR HALF (Fill this out and return it to the representative)	Session Room——
Name _____		
Date _____		

Keep the lower sections of the blank on file for purposes of record, grouping them under the numbers of the session rooms. When publication day comes, the circulation manager counts his papers, arranges them in piles under the numbers of the session rooms; the session room representatives call for papers and distribute them quickly.

The Mailing Manager Has Three Lists.—The mailing manager has charge of sending out copies for mailing. He has charge of three lists: the paid subscription list, the free

list, and the exchange list. The circulation manager, who secures subscriptions by aid of the session room representatives, by office calls, and by mail orders, furnishes the paid subscription list. The free list comes from a compilation of names furnished by a number of sources peculiar to the paper, the head of the school perhaps, naming many people to whom he wishes the paper sent. The exchange editor furnishes the exchange list. The mailing manager mails free copies to advertisers.

Send papers in the city flat, placing the address on stickers. Send those going out of the city folded compactly and pasted within wrappers. Typewrite the addresses on stickers or on the wrappers. If the paper has a large mailing list, use one of a number of types of addressographs. Mail the papers under the second-class rating, provided the publication lives up to the post-office requirements for that class of mail matter. Obtain information concerning this at the post office.

If necessary, include several stenographers, bookkeepers, and other assistants in the staff. Practice regular double-entry bookkeeping if the school teaches that subject. The treasurer should take charge of this department, should manage the staff banking, or, under the business manager, assume charge of the three main divisions of the work.

2. THE ANNUAL

The Annual Is a School Memento.—As a type of school publication, the school yearbook, whether it appears annually or semiannually, is much older than the school newspaper. Of the two, the school newspaper is the more useful from an educational point of view, but the two can supplement each other. The annual is above all a recognition and reminiscence book which depends more on attractive illustrations than on printed matter for effectiveness.

The Staff Must Publish an Interesting Book.—The student staff editing a yearbook should publish a book of which every member of the school will be proud; in which every student will find something absorbingly interesting; for which there will be no financial deficit for future classes or the school to

make up; and by means of which every subscriber can have a lasting memento of the school to stow away in the bookcase beside the fireplace or to toss temporarily into the bottom of some trunk, to be pored over from time to time.

If the staff is to achieve distinction in the yearbook, it must take pains to select what appears within its covers. In general, the book should include the events of the year which have more or less permanent significance and should exclude those of passing interest. The editors should give editorial recognition for three reasons: first, to approve the worthwhile by mention and to discourage the trivial by omission; second, to recognize persons who perform school service; and, third, to promote the general best interests of the school.

Recognize the Graduates.—The school's most important event, whether in a term or a year, is the graduation of a large group of boys and girls. Let not the staff underrate the significance of this because of its familiarity. Is not graduation the successful outcome of all the processes that, taken together, form the school? Is not graduation an epochal, dramatic event for a large group of young people, who, connected by a complex network of family and friendly relations, bring to the occasion a vast amount of community interest? It is a turning point for many young lives and as such it deserves recognition.

How? First, include a good picture of every member of the graduating class, either a good snapshot of the boy or girl in a characteristic attitude or a formal photograph made by a professional photographer. Most annuals prefer the latter because they can secure them in uniform size adapted to panels running up and down one side or across the page; and, also, because most graduates wish formal photographs for other purposes. If the annual makes use of the formal type of pictures, it will obtain most uniform results by contracting with one photographer to furnish prints for the entire class. If several photographers do the work, the editors of the annual should give definite instructions concerning size, tone, surface, and other needs.

Record the school biographies of the members of the graduating class by preparing thumb-nail sketches of the students' records in school, to appear with the pictures. Obtain information for this by asking every member of the class to fill out a mimeographed questionnaire, as a session room duty. Use nick names and literary quotations, if they help to suggest the personalities of boys and girls without giving offence. Include all the ways by which the students distinguished themselves during their courses. To secure suggestions for composing clever characterizations to appear opposite formal photographs, editors should note the humanly interesting and illuminating remarks made in first-class photoplay magazines in connection with pictures of people.

Recognize Extra-curricular Activities.—Record such events as a class play or other occasions that have significance for the members of the graduating class. Avoid long, critical discussions. Use a full-page flashlight photograph of a dramatic scene that includes as many of the cast as possible without spoiling the effect of a good action picture. If the staff has plenty of money to spend, it will do well to print several such pictures. Name the cast and write a brief summary of the action of the story of the play. If the editors wish to give special credit to the dramatic teacher for success in coaching, print a picture of that teacher and a concise tribute.

Recognize the year's sports by including pictures of teams, with original groupings, action pictures (if the staff has the means of obtaining them), and concise, accurate summaries of the season's records. Omit news accounts of games, except, possibly, of especially critical contests.

Recognize clubs and societies by including pictures of their members, for which the clubs and societies should pay. Include the names of members and concise, interesting records of the year's activities. Do the same for all pupils who deserve special recognition.

The Annual Needs Interesting Literary Material and Good Humor.—A little of the school's best, most interesting literary work should appear in the annual. An informal

essay or two on some phase of school life (preferably humorous), a couple of good short stories, and a little poetry of a readable sort, short in length, will be enough. Provide illustrations, if possible. The art editor, working through the art teacher and the best art talent of the school, can furnish pen and ink illustrations for essays and short stories, or obtain posed photographs. The literary editor should give student writers the incentive of "making" the literary columns of the yearbook as a real honor, as first-class recognition.

Plenty of good humor, spiced with wit, acts as a condiment for the entire book. Present the humor in a variety of original methods, and illustrate it, if possible. Localize the humor so that it will reflect the ebb and flow of human life in the school for the year that the reader will wish to remember. To secure variety, the humor editor should accumulate puns, witticisms, burlesques, jokes, and humorous poetry. He can encourage original contributions by employing a humor collection box. Group the copy for this part of the book into two sections, one for the humor department, and the other for the advertising sections, making both ready at an earlier date than that set for much other editorial material.

The Editor Must Watch and Inspire His Staff.—The editor of the annual should manage and inspire. He should divide the work and set dates when he must have it in hand. "How are you getting on?" he should ask his staff. That staff should include humor, art, literary, associate, organization, and assistant editors who are dependable as well as talented. A faculty editorial adviser should spur all to constant endeavor. The faculty adviser should grant school credit for staff members who do good and sufficient work.

The art editor should work hand in hand with an art teacher who can have an advanced art class do much of the art work.

The art editor may do individual work if he wishes. He should inspire the members of the art class to compete in making designs and illustrations. The art work should include ordering the general spacing of the book, and planning the arrangement of all pictures, including, of course, all

snapshots, drawings and linoleum block work. Knit all together by a motif, dependent upon recognition. The printers will give specific directions concerning layouts, selection of paper stock, size of book, and other details.

Annuals, especially some of the large books published in recent years by great universities, have spent money in excess of usefulness.

3. SCHOOL MAGAZINES

The Magazine Has Financial Problems.—Many schools publish magazines devoted to purely literary material or to literary material combined with news. If the periodical is of monthly issue, the news material must be old. For that reason, omit news material. The high-school literary magazine encourages good writing by presenting opportunity for the publication of student literary work, but good writing merely as such is not sufficient ground for setting a printing press into motion. The printing press is a glorious thing when it serves the many, rather than the few. It demands for its copy *writing with a purpose*. The editors of a literary magazine should not only concern themselves with encouraging good writing but should also think of their magazine readers who wish something interesting to read, something with variety and human interest. Editing a good school magazine requires discerning editors who understand high-school readers' interests. The editors must think more of reader service than of contributor service.

High-school magazines unwisely edited lack that reader interest that translates into numerous student subscriptions. For that reason, they have financial problems. They should gain new life by formulating editorial motives that will increase circulation.

Exercises

1. Study the student body of your school for the purpose of noting the types of wearing apparel that appeal to high-school youth. Look for articles that you think will make waves of popularity. Determine what local firms sell those articles. Inform yourself concerning prices and varieties.

Prepare copy for a 10-inch, double-column advertisement. Plan to use type only. Develop a line of type with a clever message to attract attention. Then write reasons for purchasing. Include the firm's name. Plan an attractive border. Use language that will appeal to high-school students. Do not overcrowd the space. Make up the advertisement neatly with ruler and black pencil. Print the words.

2. Prepare copy for the advertisement of graduation gifts suitable to appear in the commencement issue of the school paper. Select single examples of gifts. Learn what local firm sells them. Obtain information concerning styles and prices. Suggest attractive pictures that will fit 12-inch double-column advertisements. Using a paste pot, ruler, and black pencil, place the pictures, or the suggestions for the pictures, effectively. Add reasons for buying. Make the pictures the things to attract attention. If you wish, clip pictures from magazine advertising or catalogues.

3. Sometimes the principal reason for buying one especial article is the price. Chain stores constantly use this type of reason. Make up a 10-inch double-column advertisement for the next issue of the school paper advertising several articles of special interest to the parents of high-school students, articles that are now on sale at a local member of a chain store system. Use only type. In working up this advertisement make the price argument prominent enough to catch the reader's eye and act as the center of interest.

4. Formulate a 12-inch, double-column advertisement for a class play, the advertisement to appear in the issue of the school paper just previous to the event. Use type only. Find a characteristic of the drama that is new and different. Feature that characteristic by making it the subject of a catch line. Add the name of the play, where it is to be given, and other information.

5. Select an article necessary to all freshmen when they begin their high-school career. Learn who sells that article, the firm's prices, and other necessary information. Make up a 6-inch, double-column advertisement for the first issue of the school paper. Use a small illustration if possible.

CHAPTER IV

GENERAL CHARACTERISTICS OF PRINTABLE NEWS

Good Journalism Includes Only Printable News.—News forms the great bulk of journalistic material, but good journalism interests itself only in printable news. Many considerations make much news unfit to print.

Printable News Gives Timely Information.—Printable news gives timely information of a sort that people wish to gain. Timeliness is the element of freshness in news. Timely news does not necessarily mean hitherto unpublished news. To be timely requires that the information have peculiar interest at the moment.

Suppose Vesuvius should burst into serious eruption. That would be news, but all the facts relative to the famous eruption that destroyed Pompeii become timely in connection with the story of the recent event. Suppose a scientist presents a new scientific theory of the nature of the atom. At the same moment previous theories take on a certain amount of timeliness.

Printable News Is Proper.—When the editors of *The New York Times* decided on the famous motto, "All the news that's fit to print," they showed recognition of proper news. Proper news is timely information the publication of which tends to do more good than harm. Every day personal judgment must select the news that goes into the paper. Who selects news? The reporter in the first place; the editor in the last. Both have responsibility.

Newspaper editors and publishers differ as to what constitutes proper news. We can classify newspapers on this basis. *The Christian Science Monitor* refuses to publish crime news because it believes such publication offers unhealthful suggestions to its readers. *The X Journal*, which features

crime and demoralizing appeal, represents the opposite extreme. A newspaper's stand as to what people consider proper or improper news determines whether or not that paper has a good or a bad reputation.

Printable News Must Represent the Publication Field.—Every publication has a distinct field of circulation; therefore, the news it prints must be for the paper's peculiar group of readers. Sometimes the field is territorial, but it is not always so. A paper may appeal to a certain group of tradesmen, such as retail lumbermen, whose lumber journal furnishes news of special interest to them and to them alone. Any purely local paper has territorial limits, although a few people outside of its territory read the paper to obtain news of their "old home town." The news printed by such a paper should be events in its own field. *The Christian Science Monitor* is a newspaper that aims at the entire world for its field. *The Editor and Publisher* and *the Fourth Estate*¹ is a periodical that furnishes news of the newspaper business for newspaper men. A school or college newspaper publishes news of the scholastic field, which ordinarily includes student readers, faculty, and a limited alumni group.

Printable News Should Interest a Considerable Number of Readers.—If the family dog should die, the event is news to all members of the family, and to many of the family relatives, but it is not printable news for the community newspaper because it does not interest enough of the paper's readers. If the same dog should bite a stranger, and the stranger should suffer blood poisoning as a result, that news interests many people in the community, largely because the dog menaced their own safety. The editor prints the news because it interests a *considerable* number of readers in his field. He applies the same test to all news offered to his publication, exercising his judgment as to how many the news will interest.

The Editor Selects the Best News.—When the editor of a newspaper must decide what size of headline to print with the

¹ "Edmund Burke said that there were Three Estates in Parliament, but in the Reporters' Gallery yonder there sat a 'Fourth Estate' more important far than they all."—Carlyle, *Heroes and Hero Worship*.

news story, and in how prominent a position in the paper to place the news, he asks himself two questions: (1) How many of my readers will this item interest? (2) To what extent will the readers have interest in the news? He realizes that news may interest a few people very much, many people mildly, or many people very much, with all gradations of the three conditions. The news that interests the greatest number to the greatest extent he thinks the best. If his paper employs a banner or streamer headline (one running across the top of the front page), he uses such a headline to advertise this news.

Classify the News.—The selection of types of news depends on the nature and size of the circulation field. In the ordinary newspaper, which deals with local, state, national, and world news and appeals to all classes of readers, the departments of sport, society, market, theater, music, local, and other subjects, serve as helpful classifications of news for the reader. Likewise a school paper devotes pages to general school news, sport, and societies. The following detailed classification under four main heads will aid the student in recognizing news about his own school:

1. *Scholastic:*

- a. Honor-roll lists.
- b. Lecture course announcements and write-ups.
- c. Stories of pupils who show exceptional talent or genius.
- d. Honor students of the graduating class.
- e. Names and numbers of students who expect to graduate.
- f. New courses.
- g. New teachers, with biographical sketches.
- h. School exhibits.
- i. Prize winners of all sorts.
- j. Class plays and all dramatic events.
- k. Scholastic triumphs of the school's alumni in colleges.
- l. Debate activities.
- m. Oratorical activities.

- n.* Contests of all sorts, academic in nature.
- o.* Unusual experiments in laboratories, or things made in the shops.
- p.* Perfect attendance lists.
- q.* New teaching methods.
- 2. *Athletic:*
 - a.* Announcements and write-ups of contests.
 - b.* Analyses of contest results.
 - c.* New coaches.
 - d.* New coaching methods.
 - e.* New rules.
 - f.* Season summaries.
 - g.* New equipment.
 - h.* Injuries to players.
 - i.* New playing material.
 - j.* Successes of alumni in colleges.
- 3. *Social:*
 - a.* All club activities.
 - b.* Parent-teacher association activities.
 - c.* School parties.
 - d.* Private parties of students.
 - e.* Engagements and marriages of students, teachers, and alumni.
- 4. *Miscellaneous:*
 - a.* School board doings that affect the school.
 - b.* Improvements or damages to the buildings and grounds.
 - c.* School participation in town, city, state, or national enterprises.

News Recognizes Individual and Group Effort.—Including recognition news is one of the secrets of success for most country weeklies and for all school publications. Recognition news includes accurate and interesting accounts of all personal or institutional activities, even though a majority of readers in the publication field know before the date of publication nearly everything that happened. In one sense these stories are not news, but their publication recognizes the people

concerned, who are the subscribers and the very people the publication aims to serve. A human characteristic leads to desire for newspaper recognition of activities. People like to see their names in print. By recording activities the newspaper spurs pupils to further effort in the direction of community or school betterment.

Y-ville has a Fourth of July celebration. Outside speakers, the mayor, local officials, and prominent men and women speak. Dozens of local committees take care of the details. A parade takes place. Much of this was announced in the *Y-ville Gazette* before the Fourth. These announcements, containing complete personal recognition, formed the newsiest material the paper had to print. The editor will make a serious mistake if he does not completely "cover" the events for the edition of his paper following the celebration. While the news value has vanished, the personal recognition value remains.

Central high school frequently has convocations. The entire school attends. How should the student reporter "cover" them? How much should the student editor print? Complete announcement stories of such events will be the newsiest material. There will be opportunities for further personal recognition in publishing accounts of the events afterward. If there is nothing new for most readers, the convocation write-ups should be concise but interesting recognition. On the other hand, the reporter should seek additional interesting information to make the after-account readable. Seek interviews with speakers or with performers after the convocation. The amount of money earned for a particular cause will interest readers and may provide the opening feature.

Class or community dramatic events furnish pure news before the events, but written after-accounts giving all the personal recognition deserved should appear in editions following the events.

Personal items in the school or community paper have little news value, but have much personal recognition value. For that reason they are decidedly worth printing.

The Editor May Exercise Much Influence in Recognition News.—The editor's opportunity to recognize the activities of people in his field of circulation by what he prints is a source of influence and power which he can use well. School executives, through the medium of the school paper, encourage student activities to help make the school what they would have it. The school paper has much power to mold the character of the school.

What if the student editor and the school executive disagree as to what the paper should publish? Then the school publication must bow to authority. Wise executives leave room for student editors and staffs to exercise influence.

Publicity News Helps Worthy Causes.—When the newspaper, as an editorial policy, agrees to support a worthy cause, such as a community chest, it can exert helpful influence by publishing regular news about the campaign and by giving it prominent space and strong headlines. Such stories, amplified and made interesting by illustrations, comparisons, and related material, contain publicity news. The school newspaper presents much of this kind of news when it gives support to lyceum entertainments, school savings campaigns, Junior Red Cross drives, and the like.

News Must Be True.—News must be true, but facts are not always news. To be newsy, facts must be both interesting and timely. People read in order to learn facts; they base judgments on those facts, and act on the judgments. When the news is false, the resultant actions may do harm. If, for example, R. K. Jones, of the Jones Grocery, was convicted of passing a bogus check, when, as a matter of fact, it was another R. K. Jones, many of the Jones Grocery patrons may read the item, judge the R. K. Jones they know as dishonest in one thing, and therefore likely to be dishonest in all things, and cease trading at his store. False news has brought about wars and has overthrown governments. The reporter, in dealing with news, handles material as important as the drugs the pharmacist dispenses when he compounds a doctor's prescription. Inaccuracy may do as serious harm as carelessness on the part of the druggist in mistaking poison for a

harmless chemical. The news writer must develop a passion for accuracy, an ideal requiring a lifetime to realize fully. Every reporter in the world has made mistakes and still makes mistakes constantly. Newspapers everyday contain inaccuracies. No human being can attain perfect accuracy, but the reporter who strives for it will come nearer and nearer to it.

The News Story and the Editorial Differ on the Basis of Fact.—The news story and the editorial, in American journalism especially, differ on the basis of fact. A news story, in the terminology of newspaper men, is any item of news, long or short. It contains only facts and quoted opinion, and is free from comment on the part of the reporter or editor, even that comment implied by adjectives. Quoted opinion appears in indirect or direct quotations and is attributed to persons actually named. The interview is a news story that consists mostly of quoted opinion. In the editorial the editor expresses his opinion, or the opinions of authorities, on the facts in news stories or news situations. Editorials appear on the editorial page of the paper separated from the news.

Exercises

1. Prepare a complete definition of news. Draw material from the lists of news characteristics named in the chapter.
2. What elements make the daily weather forecast exceptionally newsy?
3. Select from current newspapers two examples of recognition news.
4. The discovery of the tomb of one of the ancient Egyptian monarchs brought to light many facts about ancient life. Did those facts constitute news? Wherein lies the element of timeliness?
5. Two people, secretly married a year ago, just announced the fact. Should the local paper report the marriage as news?
6. Is an interview with a famous actor playing in a local theater appropriate news for a school newspaper?
7. Suppose an actor offers reduced rates to students and teachers. May the school paper print an interview with him?

8. Is the election of a school board member news for a school publication?

9. What is one significant difference between a news story and an editorial article?

10. Under what conditions does an announcement of a war become a news item of major importance?

CHAPTER V

GATHERING NEWS

Readers Desire a Great Variety of News.—The readers of daily newspapers wish to read news of all the world. Local news interests them the most, but they also desire state, regional, national, and world news. Local newspaper reporters gather the local news, but news associations gather most of the remainder.

News associations make a systematic report of the world's news every twenty-four hours. The largest news association is the Associated Press. Three other important associations are the United Press, the International News Service, and the Universal News Service. In large cities, like Boston or Chicago, city news associations collect local news.

The Associated Press Is a Cooperative Organization.—The Associated Press is an organization of newspaper publishers associated for the purpose of gathering and distributing news. Approximately twelve hundred newspapers, representing morning, evening, and Sunday papers, held membership in the association in 1925, these publications representing all parts of the United States and its possessions, South and Central America, Mexico, and Cuba. The board of directors, or the association itself, elects new members. The association meets annually in New York City, the location of the general manager's office and headquarters.

The Associated Press has significant principles of organization, the most important being the principle of cooperation in gathering and distributing news. The organization sells no stock, no news, nor any of its services; makes no profits; and owns as little property as possible. It meets the cost of operation, approximately seven million dollars in 1925, by prorating expenses among the newspaper members in accord-

ance with the extent and character of the news service the members receive. The Associated Press usually leases its offices, radio, telegraph, and telephone facilities. In 1925 the Associated Press leased 43,000 miles of wires for day use and 50,000 miles for night use.

The Associated Press Newspapers Pool Their News.—

The Associated Press obtains news in three ways. Every newspaper member contributes the important news it gathers in its local field. This accumulation, which represents the bulk of the Associated Press daily report, consists, of course, principally of news of the United States. Special Associated Press correspondents at strategic news centers throughout the world report news to the Association. In the United States one of the principal news centers is Washington, D. C., a prolific news source because it is the nation's capital. In some cases the Associated Press does not depend wholly upon member newspapers to furnish news from their areas. In foreign countries Associated Press correspondents have headquarters in the capital cities. They cable important news to the New York office, or to San Francisco, which sends the news to all United States members. The Associated Press obtains news from England through Reuter's agency; from France through the Havas agency; and news from several other countries through other foreign news sources.

Certain centers, or clearing houses, sort and edit all this news from a thousand sources. These centers, four in number, are San Francisco, for the Western; Atlanta, Georgia, for the Southern; Chicago, for the Central; and New York, for the Eastern division.

The Association sends news of national interest to all newspaper members, and news of local interest to members in the sections concerned.

Associated Press Dispatches Omit Editorial Comment.—

Associated Press news reports only facts. The Association permits no writer, nor any member of the organization, to express opinions in writing news articles.

The cooperative character of the Associated Press acts as an incentive for the presentation of facts. The 1200 news-

paper members represent every political party, every religious faith, many races, and many types of people. Every newspaper member is jealous of its individuality.

Reporters Gather Local News by News Runs and by Assignments.—The city editor directs the staff of reporters who gather the local news. He uses two principal methods. One is the employment of news runs. The other is the use of assignments. Friends of the newspaper volunteer much local news by telephone calls or by personal visits to the city editor.

News sources make up news runs, or beats. There are certain people in the newspaper's field who are wells of information that make good news because they serve the public in some manner, or because the nature of their work gives them many interesting contacts. In a small city the chief of police, the secretary of the chamber of commerce, all court house officials, and the superintendent of schools are examples of news sources. In an important news center like Washington, D. C., the President of the United States, all cabinet officers, and heads of foreign legations are examples.

The city editor has a list of news sources in his city; he assigns reporters to go to certain of these news sources daily, to learn all the news they have. The reporter calls his own group of news sources his news run.

In a city that has several newspapers but no city news association, reporters from several publications gain news from the same sources. In such a case every reporter's task becomes more difficult. He must keep on the best of terms with his news sources and be vigilant lest a reporter from another paper gain a valuable news story and score a "scoop."

In dealing with news sources the reporter's accuracy becomes a valuable asset. If he is an agreeable person, normal in his views on life, he will keep the confidence of his news sources by treating the news they give him with the utmost care and accuracy.

The City Editor Has a Keen Sense for News.—The use of assignments to gather local news shows the ability of the city editor. This editor makes note of previously announced,

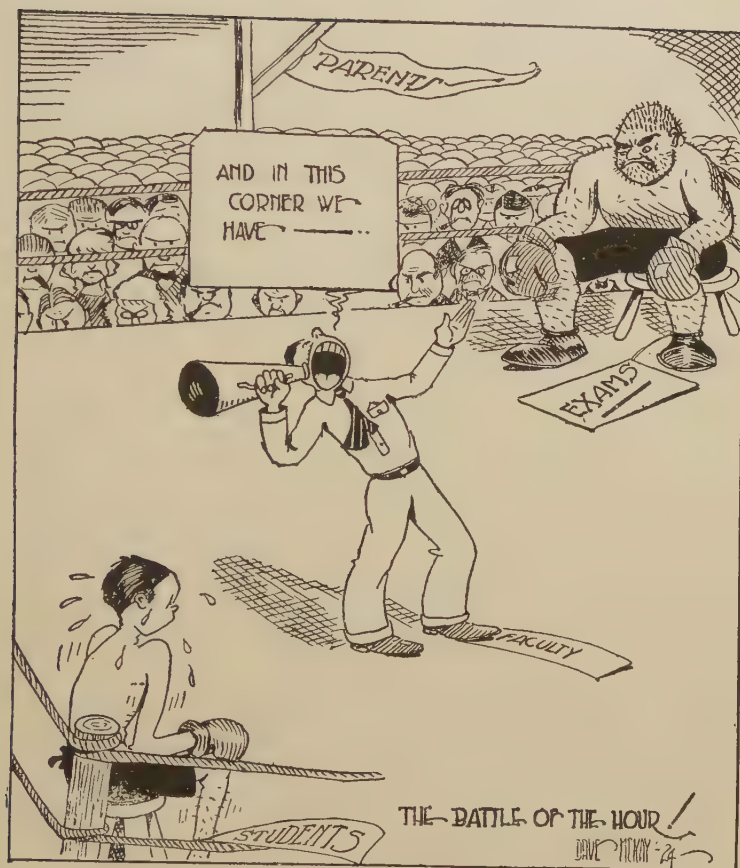


FIG. 3.—A high-school cartoon

Cartooning for the high-school paper is an art to be encouraged. Effectively done, it brightens the page and becomes an incentive to the gifted to develop their art. The regular publication of cartoons is enough to sell the paper to many students.

coming events and news "tips" from friends and reporters in a "future," a "date" or "dope" book. Referring to it at the outset of the day, he notes a long list of events that he must cover for the day's edition. One may be a convention. One may be an election. In every instance he selects a reporter to learn the news. The reporter must go to the scene of action and stay there until he learns all the facts. He may telephone his report to the office or else write it himself.

In gathering local news, by the news-run method or by the assignment method, the reporter makes extensive use of the telephone. The experienced reporter formulates questions before he begins to telephone. He also realizes that the telephone is sometimes the source of inaccuracies. Since the reporter may misunderstand names and data, he must make sure of information by repeating it, and asking the person at the other end of the line to verify what he says.

The School Paper Gathers Only Local News.—Since the school paper covers only a local field, its editors must gather local news by the use of news runs and assignments. The principal, the vocational director, club and class directors, club and class officers, dramatic coaches, and all athletic coaches, are examples of news sources. To these news sources the editor should assign reporters who have natural interest in what is concerned. The editor should place a typewritten list of news sources on the staff bulletin board. When a new reporter takes over a new run, the retiring reporter should introduce him in all the places that are news sources.

The following seven news runs show the classification of news sources in a high school with an enrollment of about 2,000. They show that the number of sources of news in school is surprisingly large, for a large high school is a distinct community in itself.

HIGH-SCHOOL NEWS RUNS

1. *Administration.*—The principal, vice principal, vocational director, senior class adviser, senior class president, junior

class adviser, junior class president, sophomore class adviser, sophomore class president, freshman class adviser, freshman class president, head of the commercial department, the typewriting instructor, the faculty director of school savings.

2. *Music, Drama, and Foreign Languages.*—Head of the music department, orchestra director, band director, glee club director, president of the music club, the dramatic coach, president of the dramatic club, heads of the foreign language departments, the classical society adviser, president of the classical society, French club adviser, president of the French club, Spanish club adviser, president of the Spanish club, German club adviser, president of the German club.

3. *Debate, Oratory, and Literary Activities.*—The debate coach, president of the debating society, oratory coach, president of the oratorical society, head of the English department, literary society advisers, president of the literary society, librarians, school annual adviser, editor of the school annual.

4. *Natural Science, Social Science, and Mathematics.*—Head of the science department, boys' science club adviser, president of the boys' science club, girls' science club adviser, president of the girls' science club, radio club adviser, president of the radio club, photography club adviser, president of the photography club, head of the social science department, the social science club adviser, president of the social science club, head of the mathematics department, the mathematics club adviser, president of the mathematics club.

5. *Fine Arts, Manual Arts, and Household Arts.*—Head of the fine arts department, head of the manual arts department, the machine shop instructor, the wood work instructor, the fine arts club adviser, president of the fine arts club, head of the household arts department, the head custodian, book clerk, engineer.

6. *Girls' Activities.*—Girls' federation adviser, president of the girls' federation, swimming coach, tennis coach, indoor baseball coach, volley ball coach, hiking club adviser, president of the athletic club, head of the girls' physical training department, social leaders of the school.

7. *Boys' Activities*.—Boys' federation adviser, president of the boys' federation, football coach, cross-country coach, basketball coach, hockey coach, baseball coach, tennis coach, track coach, head of the boys' physical training department, athletic club advisers, presidents of the athletic clubs, treasurer of the school's athletic fund, playfield manager.

A Well-conducted Assignment Sheet Is Most Important for the High-school Paper.—On the school newspaper the editor should have charge of assignments. He may use paper headed in the following manner:

<u>Assignment</u>	<u>Reporter</u>	<u>Date Due</u>	<u>Headline Number</u>
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He thumb tacks the assignment sheet to a movable board on his desk, where all reporters can see it and note what he has assigned to them. In most instances the editor explains what he wishes.

The editor finds some assignment subjects by noting what stories in the previous edition he must follow up and by consulting, in the files, the paper published the previous year. Reporters, teachers, the editorial adviser, and the principal furnish him with other "tips."

The editor also uses the assignment sheet for record purposes. On it he keeps a tabulation of the stories sent to the typesetter, with numbers indicating the sizes of the headlines given them. When the time comes to make up the paper, the editor has a complete record of every item that should appear and a record of what every reporter did.

Exercises

1. What is the importance of accuracy in gathering news?
2. How does the city editor obtain subjects for assignment to reporters?
3. What three purposes has a carefully kept assignment sheet?
4. What is the difference between a news source and a news run?

5. What is the purpose of a city news association?
6. Explain the organization of the Associated Press.
7. Explain three methods of the Associated Press in gathering news.
8. What is the characteristic Associated Press method of presenting news?
9. Why does the Associated Press present no colored, nor biased news?
10. What is the attitude of the Associated Press toward property ownership and monetary profit?

CHAPTER VI

PRESENTING NEWS IN AN INTERESTING MANNER

Write News in an Interesting Manner.—"Straight news" is news that is interesting in itself to most people because of the nature of the information it conveys. It is the most formal and conventional type of journalistic material. The greater part of the news gathered by the Associated Press and distributed to its members is of this type.

Newspapers make strong effort to find information that is attractive, and they do their best to present such information to the public in inviting style. They have developed characteristic methods of presentation.

The Feature Lead Announces the Most Interesting Element. Newspaper writers call the introduction to a news story the "lead." It may be one or more paragraphs in length. Since this is the first thing read by the newspaper reader, exclusive of the headline, news writers make this as alluring as possible, in order to interest the reader. The writer should make the first taste appealing. Accordingly, the clever reporter finds the most interesting element of information in the entire event, and reveals this first. He calls that element the feature. The headline writer names the same feature in the headline. Thus the headline suggests the feature, arouses the reader's curiosity, and lures him to the beginning of the news story.

The Feature May Be a Striking Event.—When the newspaper writer examines the facts to find a feature, he may discover that the most interesting thing to tell is an event, such as the purchase by the city of an airport, or the purchase by the school of a playfield. That event the reporter reveals at the outset of his story. He adds details in the order of interest and importance.

The Feature May also Be a New and Interesting Characteristic of a Common Event.—The reporter must do his utmost

to find new characteristics in common events, and to play them up as features. School exercises are much the same, yet they have different characteristics. The number in a graduating class may be greater or less than usual. The interesting difference becomes the feature.

Whatever is most unusual or most interesting becomes the feature. A school announces a new class in cooking because a number of boys wish to take that subject. The feature in that case is not the formation of the class but the unusual fact that boys wish to take cooking.

The feature may be a name. Babe Ruth consents to appear and say a few words at a rally before a championship baseball game. In that case, the reporter should begin with Babe Ruth's name. Whenever a name has great importance, place the name first.

The time may be the feature. If an event takes place at an unconventional hour, the time may be the most interesting different characteristic. For example, if rival football teams play usually on Thanksgiving day, and if, for special reasons, the authorities now set the contest for the Saturday previous to Thanksgiving day, the altered date of the game becomes the feature.

If an event takes place at an unusual location, the feature may be the place. If a class play will not be staged in the school auditorium, as usual, but in a public theater, then the new place for presentation of a class play may become the most interesting feature.

To determine a feature suitable for emphasis, find in the news what is new and striking. That most interesting characteristic may be a name, a number, a cause, a result, a motive, a time, or a place.

The Feature Must Begin the Lead.—The first essential of a properly written lead for a straight news story is a feature placed at the very beginning of the first sentence. Avoid the use of the articles, *a*, *an*, and *the* at the beginning of the lead. Do not begin a news article with the adverb *there*.

The Lead Must Give the Feature a Complete Setting.—The lead presents a complete unit of information so that the reader

may stop after the lead, if he wishes, and know that he has gained information. The first sentence tells the feature, and also time, place, and the names of the principal persons concerned. The first sentence answers the six questions: Who? What? When? Where? Why? and How?

Example

Fourteen to nothing was the football score Central high school forced upon North high school yesterday afternoon at North Stadium, when the Blue and White warriors showed themselves superior in forward passing.
--

The feature. The score

Who? Central and North high schools

What? Football game

When? Yesterday afternoon

Where? North Stadium

Why? Implied, interest in sport

How? By superior passing

In most cases the reporter expresses the feature and gives it a setting in one long sentence, perhaps the longest sentence in the story. That sentence may form a paragraph itself, or may be part of a paragraph.

Some Leads Summarize More Completely than Others.—Most leads summarize news stories to some extent by fully expressing the features, but news writers sometimes find it desirable to feature summaries of news stories. They do this for the convenience of busy readers.

The following examples illustrate how a story may have either a feature or a strictly summary lead:

Feature

"The fastest human being" of the all-city track meet last Saturday at the stadium was Wesley Jones, South high track star, who won first in the 100 and 220-yard dashes and in the high hurdles. Easily distinguished by his shock of red hair, he captured the admiration of the entire crowd.

Summary

Winning 18 points for second honors, South high school took first in the 100-yard dash, first in the 220-, first in the high hurdles, second in the shot-put, third in the broad jump, and third in the relay at the all-city track meet held last Saturday at the city stadium. Central high took first place with 20 points, and North won third with 11.

Certain Grammatical Beginnings Are Standard.—Since the lead sentence is long, perhaps compound-complex in form, it offers problems in grammatical construction.

Expressing the feature with a sentence that begins with its subject is the most common grammatical opening, according to Prof. Charles G. Ross's analysis of one hundred typical leads.¹

Examples

A puppet show and a jewsharp solo were two of the features of the D. U. K. meeting, conducted by the seniors, Friday, May 18, at the home of Flora Corkery, 2429 Altamont.

Two leather bound sets of Shakespeare's works are the prizes offered to the girl and boy winners of this year's Shakespearean contest, to be held Friday, May 18, in room 105.

Participial and adjective phrases express characteristics.

Participial

Headed by Miss Adeline Rowe, adviser of the school improvement committee, a group of Roosevelt students spread themselves over the front lawn last Thursday afternoon and weeded dandelions for an hour or more.

¹ ROSS, CHARLES G., "The Writing of News," p. 68.

Adjective

Featured on station KOMO's weekly educational program, Roosevelt high school's band will play over the air Friday morning.

Prepositional phrases, either adjective or adverbial, and infinitive phrases, express characteristics.

Adjective

With a new 15-horsepower motor installed, the manual arts shop is now using alternating current for power instead of direct current.

Adverbial

By acting as a male quartet, four Windsor high-school seniors paid last respects to Frank Foley, 12A, whose funeral took place yesterday at the City mortuary.

Infinitive

To make every student a subscriber, *The Technical News* reduced its subscription last week from 50 to 20 cents a semester.

Four kinds of dependent clauses, causal, concessive, conditional, and temporal, express interesting characteristics of events. Examples:

Causal

Because the boys of the school in convocation last week voted unanimously for golf, the Athletic Council has made golf a major sport of the school.

Concessive

Although the Tarzan "mermen" were handicapped by a strange tank and by the coldness of the water, they triumphed over the other schools and won the northern sectional C. I. F. meet with a total of 71 points. Roseville came second with 29.

Conditional

If students wish to learn to play the trombone, they may obtain free instruction from Charles W. Elkin, band director, starting next semester.

Temporal

When the smoke had cleared away from the field of battle last Friday afternoon, the Garfield Bulldogs were victors over the Broadway Tigers and the Queen Anne Quays by the score of $49\frac{2}{3}$, 34, $29\frac{1}{3}$.

Substantive, or noun clauses, as the subjects of the first sentences of the stories, as Professor Bleyer¹ points out, give expression to features commonly emphasized in writing speech reports, interviews, and announcements.

Example

That summer school sessions would be held at North as well at East High this year, was announced by the School Board this week.

The direct quotation beginning well expresses the opinion feature of a speech report, interview, or confession.

"High-school students should learn what is going on in the world by constant reading of good newspapers," declared M. S. Hill, editor of *The Cedar Falls Gazette*, in a talk before the weekly meeting of the Senate last Wednesday evening.

The Story Proceeds from the Most Interesting Details to the Least Interesting.—After the lead, write first the most interesting details and then continue to name details in the order of importance. The diagram of such a story resembles an inverted pyramid. Another type of organization applies

¹ BLEYER, W. G., "Newspaper Writing and Editing," p. 93.

to news stories that consist principally of narration and include a series of events. In writing an account of a football game, the reporter first should tell the feature. After that he may write a chronological account of the game by quarters, ending with minor details and summaries.

While many news stories tell narratives in chronological order, the straight news story seldom presents the facts wholly in the order of narration. The first event in chronological order is usually not so interesting as is a selected feature.

Relieve Suspense at Once in Straight News Stories.—Most works of fiction keep the reader in suspense until a certain point called the climax. The climax usually appears near the end of the story. The straight news story does the reverse. The principal point appears in the feature and the interest decreases after the lead.

Maintain Clearness and Conciseness.—Straight news is most readable when it is concise. The reporter must fill his sentences with information.

Readers of newspapers range from people who are almost illiterate to those who are highly educated. Most are just fair readers. For that reason, the reporters must write clearly at all costs. If the reporter can write clear long sentences, very well. If he cannot, he should write shorter and simpler sentences for the benefit of his readers.

Newspaper paragraphs have most readable qualities when they are short. The narrow columns used by newspapers make long paragraphs look formidable. The units must concern the same subject, every unit devoted to some minor topic of the whole. The paragraphs are inviting when they have emphatic beginnings. The young reporter should avoid beginning such paragraphs with expressions like "according to," or "in the opinion of." If the leading sentence contains a direct quotation, place the quotation first.

Accuracy makes news acceptable. Accuracy is a fundamental characteristic that a newspaper must have to earn and to maintain a good reputation, as well as to develop permanent circulation. Accuracy to the newspaper is what honesty is to business.

Make straight news interesting by making it as personal as possible by an extensive use of names. People like to see their names in the newspaper. Even most staid and sensible people like recognition of themselves or of their work. Do not overdo the use of names. Use names only when the names present real news.

Take great care to spell personal names correctly, for incorrect spelling of names irritates many people. Some newspapers require their writers to verify all names by the telephone list or by city directories before publication. When the name appears first in the story, write the name in full. Make this a hard and fast rule. Thereafter write "Mr.," or the last name only, for men, "Mrs." for married women, "Miss" for unmarried women, or write special titles, such as military or ecclesiastical titles.

For the sake of clearness and accuracy, especially, write full names in all straight news. In a large city many people have the same names; therefore, well-edited city papers include addresses after names. Include the ages of children and of very old people, for the age adds to the reader's interest. In a school paper include the class or grade of the pupil names, such as 12A or 8A. When people hold offices that have special significance in the news story, name the offices held.

Exercises

1. Write leads from the following notes:

a. The Studio players will produce "The Contrast" in the school auditorium the second week in February. The exact date is undecided. Half of the proceeds will go to the athletic field fund. The play is a comedy. The central theme is contrast between real worth and affectation.

b. A new schedule of one-hour classes will be instituted in the next semester. The school day will have six periods. The faculty made the decision. Principal H. W. Hall submitted the question to the faculty at a recent meeting. A majority favored the change. "The principal reason for the change is a need for directed study," says the principal. Forty

minutes will be given to recitation purposes and the remainder of the time to supervised study.

c. An oratorical contest will be sponsored by *The Journal*. The subject is, "The Journal and Its Value." The students will deliver the orations in the assembly. The first prize is a Molloy bound copy of the new *Yearbook*; the second prize, an ordinary bound copy of the *Yearbook*; the third prize, a term subscription to *The Journal*. The contest judges will be selected from the faculty. No student holding an editorial position is eligible. The orations must be between three and five minutes long. A preliminary contest will cut down the number of the entries. All students who expect to enter should submit their names to the editor or to the editorial director at once.

2. Analyze the following weak leads. Point out the defects of every lead. Rewrite the leads, making necessary improvements. Use the active voice of verbs:

a. The Romanola Camp Fire girls held their initiation ceremonies last Thursday evening. Those taken into the organization were: Virginia Wentworth, Zella Fallis, Marceline McCurdy, Mabel and Edna Grunert, Dorothy Kichmaster, Marie Phillips, Vera Tatcher, and Violet Morice. After the initiation ceremonies, games were played and lunch was served at nine.

b. On Saturday evening the high-school team defeated the Carter's Ferry team by a score of 23 to 24. Both teams were well matched, but the Millville team came out victorious.

c. At a meeting of the Student Council held Wednesday, January 25, an appropriation of seven dollars was voted, to be used by Coach E. W. Brown in purchasing two regulation water-polo balls. It was provided that one ball is for the use of students and the other for use in games with other schools.

d. In a poster contest sponsored by the commercial art classes to advertise the opera *Pinafore*, Ruth Olson was adjudged the winner, Doris France's poster was given second prize, and Ina Karvonen the third. The winners will be presented with tickets to the opera.

c. According to a decision of the administration officers of the school, misconduct in the study hall will be punished by the giving of demerits. This new ruling goes into effect immediately.

3. Examine newspapers available in your home or school. Clip examples that show various types of features. Bring the clippings to class for discussion.

4. Revise the following lead so that it will name the feature in an opening participial phrase. What is the grammatical form of the beginning that appears in print?

<p><i>Ann Arbor, Mich., July 20.—</i> Buildings of the type of 1,000 years ago, and more, are rising on the University of Michigan campus here as the first structures to house the Michigan Law club.</p>
--

Change the following lead so that it will name its feature in an infinitive phrase.

<p>Next Tuesday, North High students will pay tribute to the American war dead. They will do this through the annual Memorial day program, to be in charge of W. W. Hobbs.</p>
--

Change the following lead so that it will name its feature as the subject.

<p>Because there is always a tendency for banking per cents to fall at the end of the term, North's thrift rating decreased five points, falling to 61 per cent this week.</p>
--

Change the following lead so that it will name its feature in a temporal clause.

<p>The first clash of the interclass debaters will take place Thursday, October 25, when the A's meet the B's to determine what team shall represent the class in the series.</p>

5. Clip from the available newspapers illustrations of various ways of expressing features grammatically. Bring the clippings to class for discussion.

6. From the following notes write a complete news story for the next issue of your paper, basing organization on the inverted pyramid plan:

Miss Alice Moline teaches art and makes landscape painting in oil her specialty. She recently sold two paintings for \$300 each. She exhibited the paintings at the Chicago Art Museum. The subjects are fall scenes in Manito park near the lower pond. The yellow and red of turning leaves predominate in the color scheme. The buyers are residents of Chicago. One picture is 18 by 20 inches, the other, 26 by 30. The reporter asked Miss Moline if she had received newspaper mention. She replied: "Even a small notice would have encouraged me, but I was surprised and thrilled to see my paintings accompanied by a column and a half story in a prominent Chicago morning paper." Miss Moline plans to spend the coming summer in Colorado.

7. From the following facts told in chronological order write, for an issue of the school paper dated May 28, a complete news story, basing organization on the plan which calls for chronological order after the lead:

On May 27, Tom W. Wilson, president of the senior class, and a star swimmer, his brother, Robert, a sophomore, and Wayne Laycock, another sophomore, walked across the inlet at low tide early in the day. When the boys attempted to return in the evening, the tide was at flood. Instead of walking around to the new road the boys decided to swim the inlet. They were caught in cross-currents. All went within about four yards of the Crest shore when the older boy shouted for assistance. Robert seized his brother and went within two feet of the shore when he had to let go. The older boy disappeared beneath the waves. The other two boys finally landed exhausted. As soon as they recovered, they hastened to Hotel Elbernon, where their families are stopping, and notified them. The Coast Guards had not found the body at the time this paper went to press.

CHAPTER VII

HOW TO PRESENT SPECIAL NEWS IN INTERESTING FASHION

Report Speeches in an Interesting Manner.—Of the thousands of speeches, talks, sermons, and other addresses delivered daily within the field of a newspaper, few have news value, because few interest a considerable number of readers. Newspapers print a few speeches, like those made by the President of the United States or by other very famous men, in full. They obtain material from the speakers' manuscripts or from stenographic notes. Newspapers report other speeches but cut the material to a few paragraphs that tell the most significant and interesting points made.

The reporter who hears a speech should take all necessary notes. Usually he will do well to begin with a direct quotation from the speech, beginning with the most interesting point made. He will name the speaker, the place, the time, and the occasion.

Example

"Lend your cooperation in helping to protect homes, lives, and property from fire," was the plea of W. A. Groce of Tacoma, assistant state fire marshal, in his talk to the school at convocation Tuesday, October 11.
--

After such a lead the reporter should elaborate the thought, or add interesting details.

When the direct quotation requires one long sentence or several sentences of direct quotation, write a paragraph.

Example

"The cave man was not bestial. He was not inferior to the highest type of animal below the man of today."

So said Dr. Howard S. Brode, professor of biology at Whitman college, before a special assembly of science students on Thursday November 10, in room 314.

The reporter may express important thought in indirect quotation.

Example

That high-school students are better morally than they used to be, was one of the encouraging thoughts Colonel Fred Adams, Spanish War veteran, left with his Memorial day convocation audience last Friday morning.

The reporter may write several statements of indirect quotation.

Example

That journalism used to be haphazard but that in the last ten years it has become a profession, was expressed by Louis Seltzer, assistant editor of the Cleveland Press, in an address to the High Press Club in the Lincoln auditorium, Thursday evening, April 16.

The keynote feature presents the theme of an address. The reporter may write it as a summary.

Example

The difference between a Communist and a Fascist was explained in a talk by H. H. Hughes, history teacher, before the Palimpsest club yesterday.

Many speakers have novel or startling titles for their lectures, sermons, or speeches. Those unusual titles make good features for speech reports.

Example

"The Two Swords" was the subject of a lecture delivered before a large audience at the high-school auditorium last night by S. Parkes Cadman, Brooklyn Congregational pastor.

Sometimes unusual circumstances surround the delivery of a talk or address. In such a case they become the feature.

Example

Dressed in a black tuxedo and surrounded by black drapes, Lawrence Symmes, senior A, talked on the subject of "The Black Art" before the weekly meeting of the Science club last Friday afternoon in the auditorium. He illustrated his talk with clever tricks.

In the first part of the body of the speech report amplify the idea that features in the lead. Devote the remainder of the story to a series of coherent paragraphs suggesting the full content of the speech. Plan the organization like the organization of any straight news story. Present the most interesting and important topics first, and the least important last. For the sake of variety, intermingle direct and indirect quotations. Employ indirect quotations to summarize points.

Above all, *be fair*. Write wholly unbiased accounts of speeches. Let no taint of the reporter's opinion creep into the story. Report merely the facts in as interesting a manner as possible. Do not misquote the speaker nor emphasize misleading statements. Make the impression that the speaker meant to make.

Take every line of direct quotation from the speech, and accurately express the speaker's thought in summary paragraphs and in indirect quotations. Sprinkle such expressions as "He explained," "He pointed out," "He made plain," "He asked," "He concluded," "He continued," "He advocated," "He insisted," "He declared," "He interrogated," and "He exclaimed," throughout the report, but take pains to produce variety.

In introducing a series of paragraphs of direct quotation, write such expressions as these: "He said in part," "Extracts from his speech follow," "His address in full follows," "He spoke in part as follows," "He said." After such an introductory statement write a colon.

The most interesting fact to report may be the personality or the appearance of the speaker. Write about either. Note also the reactions of the audience and any unusual occurrences.

The Interview Makes News.—People come into prominence because of circumstances, perhaps because of sudden voluntary or involuntary connection with events. Immediately their opinions on the subject concerned gain news value. When a nationally prominent man or woman arrives in a city, most newspapers avail themselves of the opportunity for an interview. When sudden event makes a person conspicuous, the newspapers wish interviews concerning the event.

Example

"If you want to see the scenery of Alaska, take a Canadian boat up and an American boat back," advises the Rev. Russell F. Pederson, January '15, who visited his alma mater on his way to San Francisco from his location at Skagway, Alaska.

The Rev. Mr. Pederson says that Alaska is not the frozen-up country that many think it is; in fact, its winters are warmer than those in Spokane. The difference is in the summers, which are slightly cooler. The climate in certain other parts of Alaska would compare favorably to that of Montana.

"I recently visited the region where the old Klondike gold strike was made," said Mr. Pederson. "It is a hunter's paradise. There are streams full of salmon, which may be plucked out by hand, herds of mountain goat, bear, grouse, in fact, all kinds of wild game."

Interviews have value because of the information they elicit, the value being great when the information is timely. The reporter should present only interesting material. He should employ both direct and indirect quotations, and should seek the same feature beginnings as in writing a speech report.

How the reporter will obtain access to "his man" for an interview depends on the person, time, and place. Courtesy, tact, and ingenuity will induce prominent people to grant interviews.

The telephone gives a reporter immediate access to a person who may have many people waiting to see him in his outer office, but the telephone has the disadvantage of permitting immediate refusal to talk.

The reporter should plan the questions he wishes to ask and should learn all that he can about the person he is to interview. He should lead the one whom he interviews to forget himself and to "let himself go" in expressing what he really thinks. During the interview the reporter should refrain from taking written notes unless directly asked to take notes. Immediately after the interview the reporter should put on paper what he thinks he may not remember a little later.

A newspaper may present a symposium, or combination of short interviews, to record the opinions of prominent local men concerning local problems. In such a story the lead becomes a summary of what the various people said. After the lead comes a series of paragraph quotations, introduced in every case by the names of the persons interviewed.

The interview has as much place in a school newspaper as in any other paper. The editors should interview prominent visitors and speakers; teachers who return from leaves of absence or trips to Europe; the principal; various school officials; and students who aspire to office, or who accomplish something notable. The school paper may prepare a symposium about school achievements or school problems within the province of the paper to discuss.

Example

The "massive brains" of the faculty set to work last week to suggest a new location for the statue of Winged Victory, which must be removed from the front of the auditorium to make place for a new pipe organ. There was no unanimity of opinion as to where the statue should go.

The following suggestions were offered:

H. H. HOFFMAN, principal: "This is no easy matter to decide, the statue being so large. However, I suppose it ought to go in the large open space in the center of the hall on the second floor, at the front."

MISS HELEN GERAGHTY, vocational director: "That is such a beautiful statue that it should be one of the first things seen when one enters the main entrance of the building."

CHARLES MONROE, head of the English department: "If the statue must be moved, it is lucky that it is headless; otherwise, it would be too tall for any place but the auditorium. Can't it be placed in the center of the hall near the art department?"

S. S. STEPHENS, head of the history department: "I think of no place except the auditorium to show that large, magnificent piece of art."

Letters furnish interesting news, especially when the writers are known locally, or awaken interest because of what they say about local people or local institutions. The editor should select only those parts of the letters that will interest a number of readers. He may express the thought in a news story much as he would express the thought of an interview, emphasizing features and using direct quotations.

Many departments of the city, county, state, and national governments, schools, business houses, and other organizations issue reports of activities during a certain time. Such reports

usually do not interest newspaper readers. A reporter may find in such reports features that will enable him to write a story that will interest all. Pertinent direct quotation and well-drawn conclusions make interesting reading.

Sport News Has Great Interest.—Sport news interests many people. The reporter must present the natural interest of the game, or of the event, and even heighten the interest by writing most emphatically about the most dramatic and interesting details. The writer who will succeed best must himself have unusual enthusiasm for sport, as well as good understanding of sport.

Sport stories deal with the preparation for contest, the details of the contest itself, and the results of the contest. The sport reporter should gain precontest announcements and stories by talking with coaches, manager, and players, and by watching practice work as well as games. He should secure data by studying the sport pages of papers that present accounts of the work of teams and players.

The Reporter Should Know the Players.—For the best results in reporting a contest the sport reporter should have acquaintance with the players and their previous records. He should read about the members of opposing teams, and know the prominent players, and the positions in which they play. Then he will have a few names and positions to learn from coaches or managers before the game begins. He should have a line-up chart which varies with the character of the game played. He should keep records in regular notebooks containing charts and blanks for tabulated material. He will do well to keep records of all the season's games, so that he can write post-game and post-season analyses, summaries, comparisons, and contrasts.

Newspapers report great athletic contests play by play over the telephone. The reporter relates succinctly what happens, and a rewrite man in the newspaper office, with receivers over his ears, writes a running story. The pages go to the typesetters at once.

The School Reporter Should Take Time.—Such methods of reporting are not necessary for the school newspaper. The

reporter takes notes, returns to the office, and writes his story. Perhaps he may leave the writing until the following day, when he can read in the daily papers accounts of the game. Thus he can avoid mistakes, and make certain that he selects a good feature for his lead.

In most sport stories the lead comes first; other features, second; a chronological, or running, account of the game, third; and statistical matter, such as line-ups, officials, score by periods, fourth. The final score makes an excellent lead; however, the work of certain players, unusual circumstances, and weather conditions also make good features. The chronological account of the game may consist in a play-by-play narrative, or in a review of important and dramatic plays, the latter being the more interesting. The reporter may adopt a standard manner for reporting statistics in every type of game. He will find good models in the daily newspapers.

The sport writer enjoys more license in the use of slang, colloquialisms, and other perversions of the English language than do other newspaper writers. Journalistic authorities do not admit that this should be the case. They believe, and some of the best newspapers of the country furnish illustrations, that the best and the most interesting sport stories make good use of the English language.

Social News Needs Names.—The interesting feature of society news is not the event, but the names of the people concerned. Names give life to this kind of news and so they usually form the feature. Only when the occasion is unusual in nature does the event become the feature. Since names represent the essence of the news, use names and dates with the utmost care and accuracy.

If the reporter is accurate, understands social usages, and is cultured enough to grace social occasions, from the most informal to the most formal, he may gather much valuable news for the society page.

A certain amount of social news comes over the telephone or through the mail, from the people concerned. To obtain the remainder, the society editor keeps a list of news sources, just as does any other reporter.

Obtain most society news—especially that dealing with marriage—directly from the people concerned, to avoid the pitfalls of practical jokers who abound in every locality.

The Society Editor Should Keep a Date Book.—The society editor, not the city editor, should keep in a date book a careful calendar of social events to come. In many cases this editor can secure by mail in advance all the information needed for the announcement of social events. Some newspapers use blank forms that the people giving social affairs can fill out and return by mail. Thus both the newspaper and the people concerned assure themselves of accuracy in the printing of names and facts.

Society articles, even long accounts of weddings, sometimes appear in single paragraphs printed without special headings. Simplicity of style, with avoidance of trite expressions and of superlatives, gives the best effect.

Find Special Features in Club News.—Announcements of club meetings to come, as well as the accounts of the meetings themselves, usually fall under the head of society news. School newspapers may group club news in a section of the paper, or may print the items with other news. Take pains to find features in announcing club and society meetings. Do not allow club notes to become stereotyped items.

The following illustrations show how a reporter may make news dull or interesting:

Stereotyped Form

The regular weekly meeting of the Adelante club will take place after school Friday in room 111. Senora Diaz, wife of a prominent Spanish importer here, will talk to the club on "Troubadours in Spain." She will play a few guitar solos.

The Feature Played Up

"Troubadours in Spain," a talk by Senora Diaz, wife of a prominent local Spanish importer, followed by guitar solos, will form a special number on the program of the regular weekly meeting of the Adelante club, to be held after school Friday in room 111.

Whether or not accounts of club and society meetings will interest only the few people who attended depends on how the reporter writes. The first essential is a bright feature for the lead. A quotation from an interesting talk made at the meeting will furnish the lead; the election of new officers attracts interest, as will also the enrollment of new members. When the names are many in number, the number becomes the feature. The reporter can not arouse interest simply by telling who talked or who performed. A short, concise, bright quotation or two from every speaker and a keen and original observation on the work of entertainers will make a club report interesting to many readers.

Make Debate and Oratory News Interesting.—Report debate and oratory news so that it will interest. If the school newspaper fails to show interest in such work, the school itself will soon regard the work as uninteresting. On the other hand, if the school newspaper recognizes the educational value of debate and oratory, it will do much for the cause of education. The school newspaper has responsibility here.

The reporter should write about debate and oratory as he writes about sports. He should write precontest announcements, reports of the contest, and postcontest analyses, summaries, and tabulations. In debate, for example, the question and a comparison with questions of previous years offer material for a news story; a new coach, a new system of coaching, the candidates, their qualifications and their experience, offer other material. Then come contest announcements; write-ups of contests; standing of contending teams; the announcement of the championship; and the awards given. The reporter assigned to the task of "covering"

debate and oratory should have interest in the subjects, as well as exceptional understanding of them. The work demands a specialized reporter, just as does such work for a regular newspaper.

Obituaries Have Interest.—Death announcements have great news value, especially for older people. Such stories in a school paper attract attention because of their infrequency, for one thing. If a student dies, the school has interest in the loss of one of its number. If a member of the faculty dies, the news has value because students have deep natural interest in their teachers.

In an obituary include the following essential facts: (1) the complete name of the person; (2) his business; (3) his address; (4) the cause of his death; (5) the extent of his illness; (6) the names and the addresses of the members of his immediate family who survive him; (7) the time and the place of the funeral; (8) striking circumstances connected with his death. Obtain the material for the obituary from near relatives and friends. If the nature of the case demands a biographical account instead of a simple obituary, consult *Who's Who*, and city, county, and state histories for material.

In the "morgue," or the library, important newspapers keep on file clippings and other material giving biographical information of well-known local, state, and national characters, so that in the event of death the writers may obtain needed information quickly and easily. The press associations send such material to their members. High-school newspapers should prepare a file of reference material, especially in relation to the alumni of the schools concerned. The reference material should include a complete file of all the school publications, and a list of the cuts used for illustrations.

Exercises

1. From the following speech report make leads with the following types of beginnings: (1) direct quotation of one sentence; (2) direct quotation of one paragraph; (3) indirect quotation of one statement; (4) indirect quotation of several

statements; (5) the name of the speaker. What lead appears in print?

The North Central football team faces the danger of overconfidence in the game tomorrow, according to a talk made last Sunday evening in the Hamilton Street Methodist church by John A. Shaw Jr., vice-principal of North Central.

"We know the 203 points piled up against other opponents have no carry-over to the Lewis and Clark game, but they do indicate powerful offensive," said Vice-principal Shaw. "Likewise, we know the inability of seven strong opponents to total more than 31 points against us does not mean Lewis and Clark can not score, but it does mean that we have a defense hard to batter down.

"We are depending on a line that has proved itself capable of opening holes for a fullback who has more drive at the end of the game than at the beginning, and for halfbacks who have won letters as sprinters in the track team. Also, we are depending on a coach who has proved himself worthy of all our confidence."

2. In 200 words, report the next assembly speech.
3. In 150 words, report a speech delivered by a teacher.
4. Interview a teacher or some person whose words will be worth quoting. Limit the story to 150 words.
5. From the following facts write an announcement of a football game for the October 27 edition of *The Lakeview High School News*:

Date and time: Saturday, October 30, 2 p. m. Place: The baseball park at Lakeview. The contenders: Lakeview and Windsor elevens. The teams will play for the state championship. Neither team has met defeat this season. The teams

have been rivals for years. Windsor won eight out of the last ten games. This year Windsor has a "green" team, having lost all of last year's veterans by graduation. The average weight of the Windsor team is 140 pounds. Lakeview has its entire last year's back field. The average weight of the Lakeview team is 150 pounds. Coach E. B. Williams, of Lakeview, is a new coach. He made a brilliant record at St. Maries high school. He is a graduate of Michigan Agricultural college. He was fullback for three years on the "Aggie" team. Lakeview people expect Carl Johnston, star quarter and kicker for Lakeview, to win the game this year for Lakeview. Windsor has no outstanding "stars," but has a working "machine" of eleven men. "Doc" F. F. Wahlstrom will referee. M. M. Brisbane, of Windsor, will umpire. Windsor will send a special train of "rooters." This year both schools have bands.

6. From the following conglomeration of facts write a well-organized interesting story of the football game for which you write the announcement story called for above. Write the story for *The Lakeview High School News* to be issued the following Wednesday:

Carl Johnston, star kicker and quarterback for Lakeview, became ineligible the morning before the game. He had accepted money to play in a picnic baseball game on the Fourth of July at Gladstone, a town adjacent to Lakeview. Windsor won by a score of 28-0. Windsor brought a throng of "rooters" and a band. The crowd numbered 5,000. The day was cold, with a strong wind blowing from the lake, on the banks of which the baseball field is situated. Lakeview lost spirit as a result of Johnston's ineligibility. Light snow fell at intervals. A dry ball was brought out every quarter. The field was slippery. Windsor made one touchdown every quarter and kicked a goal. The first quarter was marked by repeated threatenings of a touchdown by Windsor. Lakeview held, encouraged by its throng of "rooters," letting Windsor through only once, about the middle of the quarter. Lakeview won the toss at the opening of the game. The wind was with the ball. Olson, Lakeview's right half, signalled a free catch on

the 10-yard line. The ball was in Lakeview's territory throughout the first quarter. The wind was with Lakeview in the second quarter, and the ball remained at the center of the field. Lakeview punted desperately. MacMillan, Windsor's right half, made a wide end run, aided by excellent interference, for a touchdown. He kicked goal four times during the game. There were no time-outs for injuries in the first two quarters. Between halves, both schools, led by bands, paraded the field. Windsor's colors are red and white; Lakeview's, orange and black. The third quarter was a repetition of the first. The play was in Lakeview's territory. Windsor's right end, Ted Carroll, was taken out for an ankle sprain. Fred Carroll, his twin brother, took his place. He immediately caught a forward pass and made a touchdown. The place of Johnston, Lakeview's "star" quarter, was taken by "Tom" Smith who played a good game. The third quarter was marked by a sensational end run of 75 yards by Smith, Lakeview's quarter. He failed to cross the goal. Windsor's quarterback, Ben Paulsen, playing a "safety," downed him on the 10-yard line. Windsor held for four downs and kicked out of danger. Dick Brown, Windsor's fullback who made the first touchdown for Windsor by line plunges, repeated the performance in the last quarter.

7. From the following facts write a society item of one paragraph for a school paper to be dated May 10:

Character of Event: a faculty supper dance.

Date and Hour: May 9, 7 p.m.

Place: the cottage of Principal and Mrs. Harry Smith, Hayden lake.

Names and Addresses of Principals: the party was in honor of Miss Nancy Lee, teacher of English, and James Ford, teacher of science, who are about to be married.

Guests: the faculty members and their families.

Other Information: the affair was in charge of the faculty social committee, of which Miss Nelle Adams is chairman. The guests were expected to furnish kitchen utensils as gifts. The collection filled a Ford truck. Seventy people were present.

Write a social item from the following facts for a school paper to be dated September 22:

Character of Event: a tea.

Date and Hour: September 20, 4 p.m.

Place: the Isabella dining room, Davenport Hotel.

Names and Addresses of Principals: the function was in honor of Miss Harriette Monroe, teacher of French. The reception was given by Misses Marian Miller and Caroline Brown, two teachers of English.

Guests: a score of women teachers.

Other Information: Miss Monroe recently returned from a summer in Paris. That was her sixth European trip.

8. From the following facts write a story for the Franklin school paper to be dated December 14, announcing a debate:

Competing schools: Franklin and Compton academies. Date of debate and hour: December 14, 8 p.m. Place: The auditorium of the Franklin academy. Question: "The high schools and academies of the state should adopt compulsory military training for boys." Franklin has the affirmative. Franklin's team includes Henry Horton, James McGowan, and Stewart Miller. Compton's team includes Genevieve Daly, Alice Wilson, and Dorothy Donnelly. Compton is a girls' school. Franklin is a boys' school. This is the first of an annual series of three debates. Last year Franklin won all three debates. The judges will be Prof. Henry Wilson, of the State University; Mrs. James Jefferson, instructor in English, Carroll College; and Dr. J. J. Jolson, professor of history at Lakeview Normal College. All the members of the two teams are inexperienced. U. S. Senator Samuel Sutton will be chairman.

9. From the following facts write for the Franklin school paper, to be dated December 21, the story of the debate for which you wrote the announcement called for above:

Franklin won the debate. On the same occasion Principal Frank D. Martin, of Franklin academy, announced that Franklin will abandon its course in military training, in force during the last ten years. The presence of Mrs. Frederic Daly, mother of one of the girl debaters, on the Franklin

academy board, is said to be largely responsible for this decision. Six are on the board. Senator Sutton was ill and could not serve as chairman. Principal Martin took his place. The reason for the withdrawal of the course in military training: Lack of popular interest in military work. The school enrollment declined from 400 to 350 in one year. The decision was 3 to 0. The auditorium was crowded because people knew of the school issue. The board's decision was applauded vigorously. The decision was announced by Principal Martin, before he gave the judges' decision.

10. Using the following facts, write an obituary for *The Windsor Journal* dated Wednesday, October 30. Henry Patterson was returning from Lakeview late Saturday, October 26. He was driving a Ford coupe. As he went over the top of a sharp grade at high speed he ran into another car without a tail light and was instantly killed. He was president of the senior B class. He was the only child of Mr. and Mrs. John Patterson, 1920 Summit boulevard. His funeral took place yesterday at the Harlan funeral parlors. The senior B class sent a large floral piece and supplied the following pallbearers: Charles Monroe, Arthur Malone, Fred McCormack, Silas Morton, Carl Manchester, and Julius Frye.

CHAPTER VIII

FEATURE TREATMENT OF NEWSPAPER MATERIAL

Feature Treatment Aims at Interest.—Events, situations, the circumstances and the manners of human life, which have little news value when written about according to the straight news style, make interesting reading when given feature treatment, the essential motive of which is to interest or entertain. This method of writing avoids the concise treatment given to straight news and brings out interesting details. Include only interesting details. Employ methods of literary presentation, such as the use of conversation, exposition by narration, and characters to express ideas. Many feature stories depend solely upon clever treatment.

Example

That "a dog is better behaved than some students in an algebra class" was the statement Walter Rodgers, advanced algebra teacher, made recently.

A dog sauntered into the fourth period class. It walked into a corner, sat down, and listened attentively to the recitation. During the entire period the dog made no move.

"The behavior of this dog is much better than that of some of you students," Mr. Rodgers said as the period closed; "and I think his quiet attitude is a good example for you to follow." *Central High News*, Minneapolis, Minn.

Greatest force comes from human interest, an almost indefinable quality explained by the fact that people have interest

in the intimate lives of people. The feature story presents its material from the point of view of deep personal interest in the lives of people, however great or however humble. The writer must avoid an impersonal point of view.

Example

"Tramp, tramp, tramp, the boys are marching."

At least they were marching last Thursday in Joseph H. Markley's gymnasium class. Marching, marching, marching.

Mr. Markley had just given the order to march when a clerk from the office entered the gymnasium on official business. She started talking to Mr. Markley, who became so interested in what she was saying that he forgot his class altogether.

Meanwhile the boys kept on marching around and around the floor. Here and there one fell out to rest, unable to stand the "grind." Mr. Markley talked on, unconscious of the distress he was causing.

Finally, just as the boys were starting off on one more round of the gymnasium, E. G. Weber, hockey coach, arrived on the scene. Taking in the situation, he gave the command, "Halt!" The marathon walkers stopped as one. *Central High News*, Minneapolis, Minn.

Each account makes interesting reading, but the principal event has no value as straight news. Feature treatment alone gave the news interest. The interesting beginning adds much to each article.

The success of the following story depends in part on the characteristic human interest involved in the relation between a high-school freshman and an upper-classman:

It is not often that one sees a freshman face included amidst the ranks of stately seniors. Such an extraordinary event, however, has taken place in the pages of that august book, the senior A class *Tiger*.

Although one would think that it would require a good deal of underhand work for any freshman to accomplish this, yet the explanation is very simple, and proves that there was no premeditation or plotting with evil intention on the part of said freshman.

As many another has done, Frank Rupert, 9B, decided to have his picture taken so that he could distribute pictures among his friends for Christmas. He therefore went down to the photographer and survived the operation. Through some mistake a copy of his picture was sent up to the high school with the pictures of the real senior A's, and was mounted on a panel before the mistake was discovered. By this time it was too late to take out the picture since to do so would ruin the panel series, and it was finally decided to leave the picture, thus giving the seniors a feeling of indignation every time they gazed upon this page.

A real start toward high-school prominence has been made by Rupert, because great things may be expected from any freshman who has known the elevating influence of being listed as a seniorA! *The Lewis and Clark Journal*, Spokane, Wash.

The same news, given straight news treatment, might appear in the following form:

The photograph of Frank Rupert, 9B, appeared among those of the senior A's in the January *Tiger* just off the press. By mistake, Rupert's picture, taken about Christmas time, fell in with a batch of senior photographs sent from the photographer to the art staff, which unsuspectingly mounted it on a panel as part of the senior series. The editors discovered the mistake after the engraving had been made—too late for correction without considerable expense.

The feature story, told in chronological order, has increasing suspense to a point near the end which may be called a climax. In this respect the feature story follows in general the construction of many of the short stories of fiction.

A type of feature story often employed in newspapers to announce the publication of books or booklets for the use of people in general, such as news directories, government bulletins, and the like, interests people because it presents the most striking characteristics of the information. The reporter must study the material closely in order to learn what has greatest interest.

Example

Brandy, Beer, Porter, Bock, Wein, and Stout can be had for the outlay of 60 cents for the Harvard university catalogue. One can find herein also Brewers, Cases, Barrs, a Knipp, and Sipp.

It is a colorful Harvard. There are 42 Browns, 29 Whites, 10 Grays, 6 Greens, 6 Blacks, and 1 Tan, 2 Silvers and 2 Golds, 1 Blue and 1 Olive, a rainbow setting with a Cloud, 4 Starrs, 1 Sun, 1 Noon and 2 Knights, 10 Days, 2 Morrows, Weeks, a couple of Dailys and Winters and Sommers.

That rare avis of a name—Smith—is the most popular—there are 72 of 'em. Then come the Johnsons, with 27, two to the good over the Millers. There are 6 Hardings; 2 Cleveland, sons of the late President; 3 Tafts, 11 Coolidges, 9 Lincolns, but no Roosevelts.

Royalty! There are 19 Kings, 2 Princes, 7 Lords, 2 Earles, 2 Le Barons and 2 Grandgents. There are Free-mens and Freedmans and a Councilman as well as Maher.

There are 4 Popes, 3 Priests, Monks, and Abbot, a Parish, a Kirk, a Church, a Christian and several Parsons.

This sort of feature story must contain interesting information presented in an interesting or clever style. The introduction must attract attention. The same requirement holds for paragraph beginnings. The story has no suspense, but, like a straight news story, tells the most interesting facts first and the least interesting last.

Feature Material Lies Everywhere.—The good newspaper reporter sees feature stories when he makes his daily rounds to find straight news stories. If he reports police news, he has at command one of the most fruitful sources for such stories, for many incidents connected with a police station, a

police court, or a policeman's beat make good feature stories. A good story of this kind may crop out anywhere and at any time. It may appear on the street, on a street car, at the lake, on the farm, at school, at a baseball game, or at the theater. Any trifling incident, humorous or pathetic, that reflects life, makes interesting reading. The reporter must see and must feel the situation and must transfer its reality to paper.

Feature stories, which offer outlets for reporters who have the knack of telling good stories, often tempt the writers to falsify interesting details. For that there can be no excuse. Readers of newspapers wish what they read to be true. Good journalism depends upon accuracy.

Feature Stories Have Typical Beginnings.—Feature stories have certain standard beginnings. The story may begin with a question that arouses the reader's curiosity.

Example

What do North high students "choose" to read at the time Calvin Coolidge does not "choose to run" for the presidency?
--

The remainder of the story answers the question in as interesting a manner as possible.

The story may begin with a paradox, a statement that appears absurd but that, nevertheless, expresses truth. Many paradoxes have great interest and strongly attract readers.

Example

Cheese suspended six boys from school last Friday.

As a means of humbling themselves before a prominent boys' club accepted them into membership, they appeared at school in overalls smeared with the most ancient of limburger cheese.

Teachers, noting that "something was rotten in Denmark," sent the six boys to the office. There one of the vice principals promptly told them to "cheese it"—which meant to go home and to reappear only in garb befitting a high-school student.

The story may begin with a familiar or literary quotation which cleverly gives the theme of the particular story or the information that the writer wishes to reveal.

Example

“The melancholy days have come
—” the saddest days of the year.

Test week has descended upon
Franklin high school with a sure and
steady tread, and “he who makes his
anticipations memories is a happy
and lucky man”—or woman . . .

The story may begin with a familiar and easygoing reference to the time and place of an event.

Example

In front of the school building,
next to the corner of Howard street
and Fourth avenue, is a granite water
fountain which has never been turned
on.

An inquiring reporter discovered the
other day that it was a gift from the
graduating class of 1905. Only rain
water has ever trickled over its
rims . . .

The Schools Present Opportunities for Feature Writing.—
Feature treatment of many subjects connected with school
life, which have little straight news value, will brighten a
school paper. A well-known high-school newspaper developed
the following feature subjects.

1. The school had never used a lawn fountain, presented
by a graduating class. The school began to use the fountain
as the result of a suggestion made by the school newspaper.

2. A reporter pointed out that freshman and senior boys
have one characteristic in common—both carefully select
clean plates before entering the cafeteria line.

3. A Red Cross committee had organized the city to meet
a great disaster. According to the plan outlined in a bulletin,

the high school would serve as a hospital. A feature story supposed a disaster and painted a picture of the school in its extraordinary use.

4. The botany class painted certain dry wild plants and flowers for holiday decorations. How the class did the work, and with what effect, made a feature story.

5. The relative popularity of French, German, Spanish, Latin, and Greek in a large high school made a feature story.

6. A reporter wrote a description of a vacant lot used as the first practice ground by the football stars in the school.

7. The annual announcement of education week provided feature material.

8. The new names for local and rival football elevens gave material for a good feature story.

9. A reporter collected the pet ejaculations of classroom teachers.

10. A reporter collected foolish answers made in examinations.

11. A reporter explained the heating system of the school.

12. A reporter told the problems of the janitors.

13. A reporter wrote an article about a dozen sets of twins in the school.

14. A reporter told about the craze of students to autograph the annual and the effect on academic work.

15. A student of science reported a physics experiment that led to dirty face and hands.

Other students based excellent feature stories on the following subjects:

16. The characteristic practices of seniors, when they receive proofs of senior photographs, in asking their friends to tell them "which proof is the best?"

17. Two new sousaphones acquired by the school band.

18. Where senior students can obtain catalogues of their favorite colleges.

19. A day cleaning up the campus.

20. The most popular girls' given names, as found in the office records.

21. The most common surnames of all students.

22. The efforts of students to select balanced meals in the cafeteria.

23. Avocations of faculty members.

24. The character and extent of markings made by students on school furniture.

25. The latest fads in students' wearing apparel and mode of hairdressing.

26. The most popular magazines in the school library.

27. What day of the week students have the most money to spend, as reflected at the candy counter.

28. The tallest senior and the shortest freshman.

29. What sort of person is an average student? What are his marks? What are his general characteristics?

30. The number and cost of various types of balls used in all sports for a given year.

Exercises

1. If the department of English requires students to read a certain number of books per semester from specific lists, find which books are the most popular. Write your discoveries so that you will form an interesting expository feature article.

2. Find the shortest freshman boy and the tallest senior and contrast their characteristics in a descriptive feature. Use photographs if possible.

3. Find the oldest alumnus living in the city. Interview him. Obtain his photograph if the school paper can afford to print it with the story.

4. Seek typical eighth-grade graduates who will enter your school next semester. By artful questioning, obtain their expectations of high-school life. Record those expectations in an expository feature article.

5. Recall the most humorous classroom incident that happened during the last month. Write about it in a narrative feature article.

6. Learn what student lives nearest to the school and what one lives farthest away. Reveal their personalities in an interesting feature article.

7. Discover the simplest and the most complex pieces of apparatus in the physics laboratory; also the cheapest and the most expensive. Reveal these in a descriptive feature article.

8. Discover the most poisonous chemical in the chemistry laboratory. Describe it, its action on the human body, and its antidote, in a feature story.

CHAPTER IX

MAKING JOURNALISTIC MATERIAL ATTRACTIVE BY PRINTING

The Journalist Should Know Type.—The journalist-printer, or the man who gathers his own news, writes it, sets it into type, and then prints it, is rare. His realm is the frontier and the small town. Nevertheless, every journalist should know type in order to make his articles attractive. Every editor and every publisher should know much about type.

A Single Piece of Type Has Definite Characteristics.—A basic consideration for the clear understanding of printing is a knowledge of the exact nature of a single piece of type, the mechanical means for printing a single letter. A piece of type is a geometrical solid made of rubber, wood, or metal, with the letter or character projecting from the plane at one end. When one smears ink over the face of this letter and presses the type on paper, he prints the letter.

The projecting letter is the face. The plane surface on which it rests is the shoulder. The body of the type, on which the letter is made, is the shank. If the shank is cleft at the base, the two sections are called "feet."

The news writer will remember the terms if he thinks of similar features of the human body, the human face resting, in a sense, on the shoulder, which is the top of the trunk or shank of the body, which, in turn, rests on feet. The front side of the type shank, which meets the bottom of the letter face, has a nick which aids the printer to keep his letters right side up when setting type by hand. All the dimensions of indiscriminate pieces of type vary, except one, the height of the shank. That is the same for all pieces of type, so that type of all sizes and styles when placed on end in a metal tray

have their faces on the same level. Hence all type, whether hand or machine set, is *type-high*.

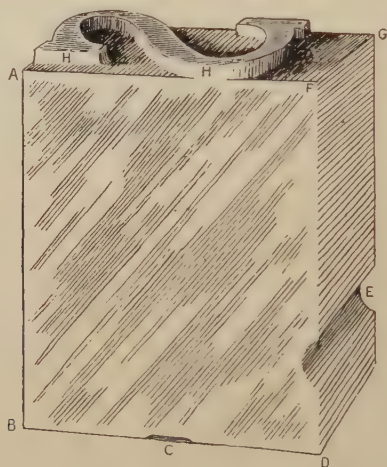


FIG. 4.—A single piece of type.

The raised letter, indicated by H, is the face; the rectangle, AFG, is the shoulder; the solid piece of metal, BG, is the shank; C is the heel nick; and E is the nick indicating the front side of the type as it is set. AF or BD are dimensions that, when measured in points, indicate the size of the type.

Printers Still Set Some Type by Hand.—Originally, printers set all type by hand and, even today, they set much of it that way, especially in job printing. They keep the type for every letter or character, in metal, rubber, or wood, in compartments of a wooden tray, so arranged that the letters most used will be in the handiest places. A tray containing a complete set of type is a case. In a newspaper composing room, the small letters require one case, and capitals another, so a pair of cases for a complete equipment of a given size of type have the capital letters in the upper case and the small letters in the lower case. The whole set of type is called a font. Hence it is that printers use the term “upper case” for capitals and “lower case” for small letters. A combination of both capitals and small letters, as in titles, where the important words are capitalized but the remainder of the words set in small letters, is called “upper and lower.” Upper case,

lower case, and upper and lower are still much used terms of the trade.

With a pair of cases before him, the printer reaches for the letters the copy requires and places them in a small metallic hand tray, or stick, usually adjustable in width. When he comes to the end of a word, he inserts a space, a piece of type



FIG. 5.—Setting type by hand.

The compositor stands before a type case setting up an advertisement by hand. In his left hand he holds the adjustable metal tray called a "stick." When this has been filled with type, he transfers it to a bigger tray called a "galley."

metal without a face, that spaces one word from another. He fills out the ends of paragraphs with spaces and quads (wider spaces). Having filled his stick, the printer transfers the type to a galley, a long and narrow tray, and then sets another section of type. He speaks of such type as hand set.

Most Type Is Machine Set.—Most of the type used for newspapers today is set on the linotype machine which accomplishes two things: it molds the type itself, and it



FIG. 6.—The linotype machine.

The favorite for newspaper work, this typesetting machine sets type four to five times faster than it can be set by hand. The magazine is the expansive part at the top; the matrix receiving chamber, or assembler, stands open just beneath the electric lamp; the casting box is at the operator's left.

arranges the letters in the proper order. Instead of making the letters into individual type pieces, the machine casts them into a solid line, as long as the newspaper's column is wide. The product is a plate of type metal, type high, as long as the column is wide, and as thick as the type size being used. The upper edge of this "slug," the common name for the product of a linotype machine, has a series of letter faces which, when smeared with ink and pressed on paper, appear as a line of type. Hence the name, "linotype."

Operated by an expert, the linotype machine sets type four to five times faster than a compositor can set it by hand. A modern country newspaper needs, perhaps, only one linotype machine. A metropolitan daily needs fifty or more. Both the linotype and the monotype machines, the latter being a machine that sets and makes type in individual pieces, are modern typesetting machines. Their product goes by the name of machine-set type. The monotype has value for book publishing, magazine, and high-class job printing more than for newspaper work, the individual types produced by the monotype method causing some disadvantages in hurried newspaper work.

The Linotype Has Three Main Parts.—The linotype machine is complex, needing mechanical experts to keep it in order. It is also costly.

The linotype machine has three main parts: the keyboard, somewhat like that of a typewriter except that it has separate keys for capitals as well as for small letters; the magazine, in which rest the matrices, or little brass moulds for the letters and other characters; and the casting section that makes the type. Every matrix has two essential parts, one being the mold for the letter, and the other the corrugated end which acts as a key. Running up and down the magazine are narrow passages full of a number of matrices for every printing character; every passage opens into a common one at the base. Molten type metal, kept at a temperature of over 360 degrees in the casting section of the machine, runs down and forms over a series of matrices brought into proper order by the work of the operator at the keyboard.

When the operator is ready to set a piece of copy, he touches the keys, much more lightly than he would the keys of a typewriter. When he releases a key, a matrix falls out of the magazine into place in a small chamber called the "assembler." Pressure of the space bar at the end of a word forces up a wedge-shaped divider. When the operator has nearly filled his chamber with matrices, the wedge-shaped spacers automatically make the spaces between words exactly the same. In the matrix receiving chamber the operator has formed a short line of words, but the letters are in molds instead of type

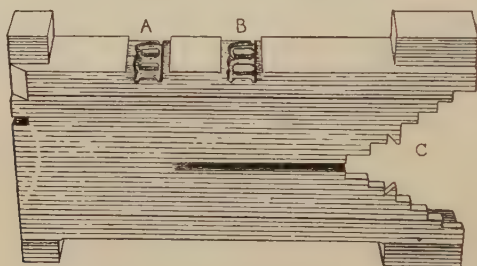


FIG. 7.—A linotype matrix.

A and B represent the letter molds, A being the mold for the bold-face letter and B the mold for the light-face. C is the corrugated end that acts like the notches on a key to permit the matrix to find its way back into the proper compartment of the magazine.

The next step is to transfer, by means of a lever, the series of matrices to the casting box, where molten type metal automatically flows over them to mold the slug. When the resultant line of type ejects itself at the left of the machine, a long arm reaches down, picks up the group of matrices just used, and carries them to the top of the magazine where they ride along a rod until every one finds its own compartment and drops back into its proper place in the magazine.

In the meantime the operator sets copy for the next slugs which, when cast, pass out in order at the left. When a sufficiently large number of slugs have accumulated, the typesetter transfers them from the stick to a galley on a printer's table usually called the "dump."

Type in the form of line slugs is easy to handle compared with the same material in the form of individual pieces of

type. A printer can carry in his hand safely a large amount of such type, whereas if he were to carry the same amount in individual pieces, he would have to tie it up and carry it in a tray or galley. The principal objection to setting material on the linotype machine is that when the compositor makes a mistake anywhere in a line he must reset the whole line slug. If he should make another mistake in resetting for the correction, that mistake will appear in print. In order to avoid errors, careful printers make a second, or revise, proof.

Type Faces Vary in Width.—Within given sizes of certain types the printer has a choice of varying widths of letter faces, which provide variety. This variation is not susceptible to exact measurement. Illustrations of the common four variations are as follows:

This Is Extra-Condensed 12-Point Type.

This Is Condensed 12-Point Type.

This Is Standard 12-Point Type.

This Is Extended 12-Point Type.

Type Size Is Indicated by Points.—To determine the size of anything, one must apply to the thing measured a unit of measurement. The unit of type measurement is the point, $\frac{1}{72}$ inch. The dimension of a given piece of type that determines its body size is that dimension obtained by measuring across the shank of the type parallel with the top and bottom of the face (printing surface) of the type.

In the following charts, designed to aid the student in estimating the size of type, an em dash placed in a vertical position at the beginning of every line provides a dimension indicating exactly the size of the type in points:

Gothic

6 Point

| The High-school Journalist Must Learn to Be Interesting as Well as Accurate in His Contributions to the School Pap

8 Point

| The High-school Journalist Must Learn to Be Interesting as Well as Accurate in His Contr

10 Point

| The High-school Journalist Must Learn to Be Interesting as Well as Acc

12 Point

| The High-school Journalist Must Learn to Be Interesting as

14 Point

| The High-school Journalist Must Learn to Be Interest

18 Point

| The High-school Journalist Must Learn to B

24 Point

| The High-school Journalist Must L

30 Point

The High-school Journalist M

36 Point

| The High-school Journa

Roman

6 Point

| The High-school Journalist Must Learn to Be Interesting as Well as Accurate in His

8 Point

| The High-school Journalist Must Learn to Be Interesting as Well as Accurate in

10 Point

The High-school Journalist Must Learn to Be Interesting as Wel

12 Point

| The High-school Journalist Must Learn to Be Interes

14 Point

The High-school Journalist Must Learn to Be

18 Point

| The High-school Journalist Must

24 Point

| The High-school Journalist

30 Point

The High-school Jou

36 Point

The High-school J

Italic

6 Point

| *The High-school Journalist Must Learn to Be Interesting as Well as Accurate in His Contributions to*

8 Point

| *The High-school Journalist Must Learn to Be Interesting as Well as Accurate in*

10 Point

| *The High-school Journalist Must Learn to Be Interesting as Well*

12 Point

| *The High-school Journalist Must Learn to Be Interes*

14 Point

| *The High-school Journalist Must Learn to Be In*

18 Point

| *The High-school Journalist Must Learn to*

24 Point

| *The High-school Journalist M*

30 Point

| *The High-school Jour*

36 Point

| *The High-school Jo*

Body type used by many daily newspapers is cast on a body 6 points thick. It is, therefore, 6-point type, or nonpareil. Most dailies use 7 point, or minion. Many weeklies use 8 point, or brevier; others use 9 point, or bourgeois. Headlines require 10-, 11-, 12-, 14-, 18-, 24-, 30-, and so on up to 120-

point sizes. All type sizes up to 18 point have special names inherited from hand-set days but now fast falling into disuse.

Quantity of Type Is Measured by Ems.—In order to determine the cost of printing or the wages of compositors, the printer must measure a given quantity of type. Since type is all the same height, he has merely to measure the area of the surface set to learn the quantity. Likewise, since the larger the type the easier to fill a given space, he must have a unit of measurement for every size of type. The lower-case letter m of every size of type, the upper surface of which is square, called an “em,” is the unit used. For every size of type, there is a corresponding em that has the name of the type size, such as the 8-point em, the 10-point em, etc. The 12-point, or pica, em is the standard for general printing measurements, the printer’s rule being graduated especially to this unit.

The width of newspaper columns, for example, are always designated in terms of the pica em. Most 8-column newspapers now use columns 12-pica ems wide. Most 7-column papers use 12½- or 13-pica ems, although the tendency is toward 12-em columns even in the smaller towns.

Type Styles Vary Widely.—Type varies according to size, but it varies a great deal more in style, which refers to the shape of the letter face. Nearly every type manufacturer has developed a style that he hopes will be distinctive and popular. Three common type styles are Gothic, Roman, and Italic.

Gothic is a severely plain, stiff letter, with all its strokes of equal and uniform width, devoid of little twists at the end of strokes, known as “ceriphs.” For example:

This type is Gothic.

Roman is a graceful letter with ceriphs. Its upright strokes usually are blacker than its horizontal and connecting strokes. It is the common book and newspaper type. Old style Romans have rounded ceriphs; modern Romans have square hairline ceriphs.

THIS TYPE IS OLD STYLE ROMAN.

THIS TYPE IS MODERN ROMAN.

Italic has letters that slant to the right and in this respect it resembles handwriting. The pure type imitation of handwriting is known as Script.

This type is Italic.

This type is Script.

A Given Size of Type Furnishes Many Combinations.—

In order to make his work look attractive, the editor or reporter should know a number of combinations possible within a given size of type. Linotype matrices usually provide type in two different thickness of marking, so to speak, the thin printing lightly and called "light face," and the thick printing black and called "bold face." Most of the body type in newspapers is light face. Sometimes striking and emphatic passages appear in bold face. Some fonts of type have two sets of capital letters, called "small capitals" and "large capitals." With such equipment the compositor may set all matter in capitals, all in small capitals, or all in capitals and small capitals. In the latter case he begins important words with large capitals and sets the remainder in small capitals.

The compositor obtains variety and emphasis by the use of leads, thin strips of metal of varying thickness, placed between lines. By spreading the lines apart in this manner the compositor permits more space to surround them and makes reading easier. Single leads are 2 points thick. One-point and three-point leads are much used. Six-point leads are called "slugs."

Obtain a white margin at the left or along both sides of a story by asking the typesetter to set the matter in a measure narrower than the width of the column. For example, if the column is 12-pica ems wide and the typesetter sets the story 10 ems wide, with an em margin on each side, he accomplishes this effect.

The following humor column pun appears in narrower measure—10 ems wide in a 12-em column:

Speaking of contests: Arnold Stroller and the other agricultural students who plan to enter the Hog-calling contest, needn't expect the rest of us to root for them.

The following paragraph appears in 8-point type solid, or unleaded:

The first units of a small broadcast-
ing station, to be owned and operated
by the Radio club, were installed in the
tower last Friday for the purpose of
short-wave practice among the
members.

Here the paragraph appears leaded with 2-point leads:

The first units of a small broadcast-
ing station, to be owned and operated
by the Radio club, were installed in the
tower last Friday for the purpose of
short-wave practice among the
members.

The line or star box offers another way of obtaining variety. A request to the printer to box a certain item means that he will set around the story thin strips of metal which are type-high and which, therefore, print as lines, or as a series of stars, or as some more fancy design.

PARTY FOR MOTHERS

The Parent-teachers' Association and the Girls' Federation will give a party for the mothers of the boys and the girls in the school on Monday, May 7. The party will take place at 3:15 and will follow directly after the P. T. A. meeting. The boys of the school will present the program and the girls will serve refreshments in the cafeteria.

The program and the refreshments are free.

Proof Is Pulled by Hand.—When the compositor has set the reporter's story into type, he may or may not have made

errors. In most cases he has. For that reason he places the type, with type for other stories, in a galley, smears the type with ink by means of a hand roller and covers it with a long narrow strip of paper over which he rolls a heavy felt-covered roller. When he pulls the paper from the inked type, he has a proof sheet. He calls the act "pulling" or "taking proof." The proof sheet goes to the proofreader who checks it with the copy for mistakes, indicating by characteristic marks what and where the errors are. This sheet then goes back to the typesetter who must correct the type by resetting the lines containing errors. The new slugs, wrapped in the proof sheet, go to a printer, who substitutes corrected slugs for the incorrect as the type stands face up in the galley.

Proofreaders Check Proof.—Proofreaders, who belong in the mechanical department of important newspapers, always work in pairs, one being called "proofreader," the other, "copyholder." Given the copy and the proof sheets, one follows copy and the other reads proof, speaking aloud all words, paragraphing, and punctuation, noting special type display, and spelling out uncommon proper names. His colleague speaks if what the reader says does not conform to copy, and the proofreader marks proof accordingly. The proofreader himself also notes many other errors. Since he must stop reading to mark corrections, that fact determines that he shall do the reading aloud rather than the copyholder.

Proofreading merely indicates errors in type. The linotype operator must make the actual correcting of errors. The proofreader by a system of signs always placed in the nearest margin rather than in the body of the print, merely suggests where and what the errors are.

The Proofreader Has Developed a Sign Language.—When the typesetter receives well-typewritten, carefully edited copy, as he should, and when the compositor sets the matter with a linotype machine, as nearly every newspaper, large or small, now does, few proofreading marks become necessary. Use the following as a minimum not as the equipment of a professional proofreader:

PAGE 4

THE AUSTIN TIMES

MARCH 12, 1937

AUSTIN WILL MEET SCHURZ NINE SOON IN FIRST PRACTICE

Second Practice Game Will See Lone Star City Champs Against Austin

Austin High School will meet Schurz High School in the first practice game of the season. The game will be played at 7:30 p. m. on Wednesday night at the Schurz High School.

The students are practicing very hard in the month of March in the case of the Lone Star City Champs. The game will be played at 7:30 p. m. on Wednesday night at the Schurz High School.

The Lone Star City Champs will be the first team to play in the first practice game of the season. The game will be played at 7:30 p. m. on Wednesday night at the Schurz High School.

If you want to see the game, you should go to the Schurz High School. The game will be played at 7:30 p. m. on Wednesday night at the Schurz High School.

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Section 402 Wins Interclass Meet; 462 Cons Champs

Interclass Meet at Schurz High School

The interclass meet at Schurz High School was held on Wednesday night. The game was won by Section 402.

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FRESHMAN CHAMPIONS

Interclass Meet at Schurz High School

The interclass meet at Schurz High School was held on Wednesday night. The game was won by the Freshman team.

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BEGINNERS LEARN PUTTING AT GIRL GOLFERS' MEETING

Interclass Meet at Schurz High School

The interclass meet at Schurz High School was held on Wednesday night. The game was won by the Beginner team.

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SPORT CHATTER

Interclass Meet at Schurz High School

The interclass meet at Schurz High School was held on Wednesday night. The game was won by the Sport Chatter team.

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ST. MEL DEFEATS AUSTIN IN FROSH BASKETBALL GAME

Interclass Meet at Schurz High School

The interclass meet at Schurz High School was held on Wednesday night. The game was won by St. Mel.

The game was won by St. Mel. The game was won by St. Mel. The game was won by St. Mel.

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ST. MEL DEFEATS AUSTIN IN FROSH BASKETBALL GAME

Interclass Meet at Schurz High School

The interclass meet at Schurz High School was held on Wednesday night. The game was won by St. Mel.

The game was won by St. Mel. The game was won by St. Mel. The game was won by St. Mel.

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Fig. 8.—Good sport page make-up.

This sport page of *The Austin Times*, while conservative, shows good form. The editor has placed his headlines and cuts in observance of the principles of balance, contrast, and variety. Note that the headlines are not all bunched together at the top of the page. The advertising appears in proper pyramid fashion.

Bill Pitt

DOUGLAS D. HARRIS JR.

QUARTERS

Removals Storage Packing Shipping

Austin Express and Storage Co.

Telephone Austin 1000

Henry C. Lytton & Sons

Removals and Storage Co.

Metropolitan Business College

127 Marion St., Oak Park

Phone: Narda 1037

Village 8800

PROOFREADING SIGNS

<i>Rom.</i>	Change to Roman.
<i>Ital.</i>	Change to Italic.
<i>Cap.</i>	Change to capitals.
<i>w. f.</i>	Change wrong font letter.
<i>l. c.</i>	Change to lower case or small letters.
<i>b. f.</i>	Change to bold face type.
⊙	Insert period.
∴	Insert comma.
?	Insert question mark.
∅	Delete, or take out.
⊙	Insert colon.
∴	Insert semicolon.
=	Insert hyphen.
⊥	Insert one em dash.
∩	Insert apostrophe or single quotation mark.
∪	Insert double quotation mark.
¶	Paragraph here.
⌘ ¶	Do not paragraph here.
#	Insert space between words.
⌒	Take out spacing and close up.
?	Turn over upside down character.
tr.	Transpose elements indicated.
stet.	Do not make change inadvertently asked for.
spell out.	Substitute full form for abbreviation.
fig.	Substitute numerical figures.
Run in,	Make listed elements follow one another in line.
Out - s. c.	Part omitted. See copy.

Plan to Read Bible
Opposed by Pupils — l.c.

The plan of reading the Bible
once a week in the session rooms
of the school was opposed by ⑦ } Lead out.
spell out.

out of nine students in one teachers }
↓

Fig. — English (six) class who selected this

question for debate — ①

④ — Every student in this class which } 5

⑤ — devoted the first quarter to argu- } e

mentation, was expected to select one

from a number of topics of current

interest. After intensive study and

careful consideration of both sides

of the question, the student was asked

to choose either the affirmative or

negative side. He was instructed to

take the side he believed in. The

different sides taken are worth con-

sidering, as they record student

opinion.

Cap. — Out of the five who chose the } Cap.

question "The Photoplay is a Menace } ↓

to American Culture, two students } 1 = 1

took the affirmative. The all-year } every one

plan of conducting the city high }
schools was upheld by head of the

three students who selected that }
subject.

② — That sportsmen should discon- } #

tinue the use of barbed fishhooks }
was the opinion of six out of the

⑧ who chose this topic.

Students who decided to debate } #

on the question of vivisection lined }
up about evenly for both sides.

Every one of the six students }
who chose to debate on the city mana-

ger form of government were in favor } was
of the city's adopting this system.

↓

spell out

Proof Must Conform to Copy.—The fundamental rule for the proofreader is that proof must conform to copy. Another important rule is to ask for as few changes as possible. The proofreader should remember that to correct one error in linotype work the compositor must reset the entire line and that in correcting one error the typesetter may make a mistake



FIG. 9.—Correcting type.

Linotype errors must be corrected by setting new slugs for the lines of type containing errors. The printer must then substitute the corrected slugs for the incorrect as the type stands in the galley.

in another part of the line or may pull out a wrong line, thus making still more serious errors which will appear in the newspaper if the compositor does not take a second proof. Another circumstance to which the proofreader should give heed is the fact that if he demands a correction that will make the line longer or shorter than in the original proof, the typesetter, to fill the line, must take words from succeeding lines and hence reset them or reset succeeding lines to crowd in the extra matter. In either case he may have to reset to the end of the

paragraph. In so doing he may make more mistakes, and he will, manifestly, take up time, a valuable consideration, since it involves the use of a \$5000 typesetting machine and the cost of labor. The proofreader who wishes to add words should take out, if possible, other unimportant words in the passage or insert an extra word where he takes out one, trying all the time to accommodate the linotype operator and to help him hold his reset to as few lines as possible.

Stereotyping Is Necessary for the Modern Rotary Press.—

If the newspaper uses a flat-bed press, on which the printer does his work by pressing paper directly to the type, the compositor places the now corrected matter (in the form of type) with a large amount of other material into page forms called "chases." When he has read page proof to check further errors, he puts the chases on the press and prints the papers. The flat-bed press is too slow for the publication of large city dailies. To speed up the work, the makers of such papers use rotary motion which is well adapted to speed. To print by rotary motion, the printer must transfer the type faces to the surfaces of large rollers which, when inked and whirled rapidly over a continuous strip of paper, will print at rapid rate. The stereotyping process remolds the type form from the flat form that comes from the typesetting room to the cylindrical surfaces of rollers for fast rotary presses.

To make a stereotype, the printer places the page form, fully corrected, on a solid, heated iron surface and over the face of the type he presses a soft papier-mache mat under tons of pressure, with the result that he causes every type character and illustration to make a clear depression or mold of itself in the papier-mache mat. When the mat has thoroughly dried, he places it in the stereotype casting machine and bends the mat into semi-cylindrical form with the type depressions on the inside. The stereotype maker pours the molten metal over the face of the mat in such a way that he makes a semi-cylindrical casting with the type faces projecting on the outside. For every newspaper page form he must make such a casting. He transfers these and locks them securely to rollers on the big press where they roll off the printed pages, some

cylinders printing one side of the continuous roll of paper and some the other. The complete newspaper, printed, cut, and folded, falls out, at one end of the press, ready for the newsboy or the mailing manager.

Exercises

1. Make a type chart. Procure a piece of cardboard and paste thereon the following samples of type, labeling every one neatly: (1) Examples of matter set in Gothic, in Roman, and in Italic; (2) illustrations of 6-, 8-, 10-, 14-, 18-, 24-, and 30-point type sizes; (3) the same size of type set bold face and light face; (4) capitals and small capitals; (5) upper and lower case; (6) line box; (7) star box; (8) a story set with extra white margin.

2. Familiarize yourself with simple type measurements: (1) How many points square is a pica em? (2) If a newspaper column is 12-pica ems wide, how many points wide is it? (3) If another column is 2 inches wide, how many pica ems? (4) If a column is 13-pica ems wide, 20 inches long, and if 8-point type is used to fill it, how many 8-point ems will it need? (5) How many lines of 10-point type can be set unled in the same length of column?

3. (1) If the body of a given size of type is one-half inch in height, what is the size in points? (2) How many points square is a 10-point em? (3) How many inches wide is a column 24 picas wide? (4) How many 6-point ems in a square inch? (5) How many 8-point ems in 6 square inches? (6) How many 8-point ems are contained in a column 12-pica ems wide and 20 inches long? (7) How many lines of 8-point type, leaded with 2-point leads, can be set in a space 16 inches long? (8) How many 8-point ems in a linotype slug 13 picas long, if the 8-point type is used? (9) How many lines of 6-point type in a 20-inch column? (10) How many 8-point slugs will be required to set twelve hundred 8-point ems in a column that is 12 picas wide?

4. Proof-read the following news stories. The correct copy appears on the left-hand page and the proof on the right.

HIGH SCHOOL BANDS DIFFER IN CUSTOMS

One School Elected Sousa and
Schumann-Heink into Organ-
ization as Honorary Members.

High school bands vary in respect to customs and sizes. Some of these customs are interesting. For example, the Tucson high school band elects famous musicians such as Sousa and Schumann-Heink as honorary members of the organization. This same band is to contest with another band on February 24.

In order to raise money to help finance the State P. T. A. convention, the band of the Atchison high school, Atchison, Kansas, recently presented a program and raised \$75.

In the town of Vermilion, South Dakota, the City Theater recently gave a program to raise money to send the Vermilion high school band to the national contest at Joliet, Illinois.

A radio program is given every Thursday night by the consolidated band of the Abraham Lincoln and Thomas Jefferson high schools in another city.

Six boys recently joined the Longwood high school orchestra of Cleveland, Ohio, which up to this time has been a girls' organization.

One hundred and thirteen members are now enrolled in the North Central high school band. This is the largest band in the history of that school.

A tour of six cities will be made by the sixty-piece band of the high school in Bloomington, Indiana.

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In order to raise money to help finance the State P. T. A. convention, the band of the Atchinson high school, Atchinson, Kansas, recently presented a program and raised seventy-five dollars. In the town of Vermillion, South Dakota, the City Theater recently gave a program to raise money to sent the Vermillion high School band to the national contest at Joliet Illinois.

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Boston School Has Oldest Publication

The Latin School Register, published by the Boston Latin School, the oldest school in America, is also the oldest school publication in America.

The school was founded in 1635 and has on its lists of devoted sons such names as, Benjamin Franklin, Cotton Mather, and Ralph Waldo Emerson. Its purpose has been preparation for Harvard, Yale, or other New England colleges.

Although the *Register* is considered the veteran, it is in reality the descendant of many short-lived Latin School publications. It was first a paper filled with essays and a few humorous notes. It was then changed to pamphlet form. The athletic section was enlarged, and the paper was changed from a paper of only severe essays and tragedies.

It has become a well-edited example of modern paper. The essential parts of the *Register* of today are fundamentally the same as those of forty years ago.

The editor says:

"When we have nothing but lunch rooms, athletes, and the weather to utilize as editorial subjects, we shall promptly cease publication."

Faculty Book Shelf Created in Library

A faculty book shelf, with books of special interest to the faculty members of the school, has been created in the library.

This shelf is being tried as an experiment and if a success, new books will be added from time to time. The books now on the shelf are books written by well known authors on such subjects as science, travel, history, and psychology.

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5. Proof-read the following. The correct copy appears on the left-hand page and the proof on the right.

Chemistry Causes Parents Much Grief

By John Kuykendahl

Why a boy should be forced to study chemistry, or at least take it, has year after year been explained by the faithful instructors in the same words, "To develop the students' reasoning power." However, there are parents, usually those of the more industrious type of student, who will argue that it is "only for the purpose of causing the parent to lose his reason" that chemistry has become a "required" subject.

It is for the purpose of proving that the parent is right that the following fairy tale is written:

Smart, Without Glasses

Once upon a time there lived a boy, a smart boy even though he did not wear glasses, who was a student in Lewis and Clark high school.

The name of this boy was Jack, grandson of the fellow who raised that big bean stalk over night.

Jack was a very industrious boy, and besides actually studying chemistry he believed in lots of home-work, laboratory work especially.

The father of Jack was a very kind and thoughtful man, so he refused to buy his son a regular chemist's laboratory outfit for fear he would over-work himself. Jack, however, as has been said, was too industrious to be mindful of hard work so he, without help, took himself to the basement and there found that the washtubs with running hot and cold water were ideal places to start his laboratory.

Preacher Comes

One night the preacher and his wife were coming to have dinner and spend the evening playing pinochle with Jack's folks. While father was shaving, mother was preparing biscuits.

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One night the preacher and his wife were coming to have dinner and spend the evening playing Pinochle with Jacks folks. While father was shaving, mother was preparing biscuits.

Jack's father was removing his beard with the expertness of one unaccustomed to the art, when the razor jumped and cut his face. He looked in vain, then ran down the hall to tell his wife that he could not find his alum; he was met at the kitchen door by a worried little woman who could not find her baking soda. Jack was in his basement laboratory carefully mixing dissolved alum and baking soda in an effort to obtain carbon dioxide.

After Jack's mother apologized to the guests for her heavy biscuits, and his father had told of the careless barber, they moved to the library where each did what he liked best.

Pop Is Heard

During a lull in conversation a sharp pop was heard in the basement. Jack's father looked worried, as fathers are likely to do when they hear something pop in the cellar, so he excused himself and went down stairs, where he found Jack picking up the remains of a test tube.

Three nights later while all were sleeping something happened in our hero's laboratory and the house was blown to pieces.

And Jack and his father and mother lived happily ever after.

Girls Are More Troublesome to the Junior Police squad of West high school than boys. The girls bother the boys on the squad not only as pedestrians but also as subjects the boys day dream about, letting traffic go as it will.—*The Lariat*, Akron, Ohio.

Doll Houses will be built by the Virgil class of the Great Falls high school. The houses will be of Roman style.—*The Hi-Life*, Great Falls, Montana.

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CHAPTER X

ADVERTISING INTERESTING READING MATERIAL BY THE USE OF HEADLINES

Headlines Advertise.—Journalism has interesting reading matter for sale. Good merchandising requires bringing the news to the attention of the reading public. For that purpose newspapers employ headlines. By means of other devices, such as the use of attractive cover designs, clever titles, and advertising in newspapers, magazines accomplish the same purpose.

The individual news story is the commodity for sale. That story is a complete unit, never dependent on the headline for its interest or information. In other words, the headline contains nothing that does not appear in the story itself.

Some so-called "yellow" newspapers exaggerate the contents of their news in headlines that distort the facts, and they use larger type for the headlines than the character of the news justifies. The street purchaser buys the paper but shortly finds himself deceived, with consequent lessening of his confidence in the newspaper.

Headlines furnish summaries of the contents of stories. The headline tells the reader whether the stories will interest him, wholly or in part, or whether he should pass on to the next. Time may force the reader to note the headlines only.

The Headline Must Suggest the Feature.—The headline should tell the most interesting fact a story has to offer. The selection of that fact gives the lead feature and also provides material for the headline. The writer next adds whatever has most interest.

Newspaper editors rarely employ the title method to advertise news vividly. The literary title lacks directness and expresses too little action. The editor makes his headlines

by using the very pith of sentences, always including verbs because of the action they connote.

To secure a newsy effect, newspaper headline writers express past time by means of the present tense. They use the present tense also to express present time. To express future time they use the future tense or the infinitive form. The past tense rarely appears in headlines, and the active voice in all tenses gives greater effect than the passive.

Headlines Have Definite Patterns.—The evolution of headlines in American Journalism has developed a variety of patterns with a few distinct units for their make-up. Every unit or section has the name “deck,” probably because of its similarity to the deck of a ship.

The simplest unit, the crossline, is a simple line of type running across the column, entirely or only partially filling the space. For small items it forms all the headline necessary.

The dropline may appear by itself as a simple headline. It consists of two, three, and sometimes four lines of type of equal length placed in a fashion illustrated by the following:

**INSTALLMENT PLAN
WILL BE DEBATED**

The upper line stands flush with the column rule on the left and the lower with the column rule on the right. Intervening lines have indentations on the left.

The inverted pyramid—called “pyramid” for short—rarely stands alone but forms a pleasing accompaniment to one of the two just discussed. It usually has three lines but may have more. The top line runs flush with the column rules on both sides. Remaining lines have equal indentations on both sides but grade down in length. Thus:

**Journal Sporting Editor Tired
of Giving Alibis for Numerous
Defeats**

The hanging indention likewise seldom appears by itself. The top line stands flush with the column rules and the remaining lines have indentations an equal distance on the left and run to the column rule on the right, except the last line which may end anywhere. This is an example:

Silver Loving Cup and Member- ship in Math Club to Go to Winner

It is the custom to use almost entirely the dropline and crossline decks for top decks in headline combinations and the other two for lower and intervening decks. If the headline has four or six decks, there is usually an alternation of the pyramid or hanging indention with the other two.

Type in Headlines Must Be Clear.—The display type used in headlines should harmonize in style and degree of blackness with the type over which it appears. The type in the various decks should also harmonize, although it is desirable to have enough difference so that every deck will stand by itself to some extent. Of course, the top deck always has the largest size, the second the next largest, and so on. Crossline and dropline decks usually appear in capitals; the other two in upper and lower.

While it is important that the type selections should harmonize, it is more important that it have such character that the content of every headline deck will appear at a single glance. To accomplish this effect it is sometimes desirable to use an upper and lower construction. Capitals should be sufficiently expanded to make easily readable. The modern tendency is to use large type, with a paucity of decks, in order to make the entire headline an easy reading advertisement of what the news story contains.

The Subject Matter Must Follow the Pattern.—In order to make the headline patterns artistic in print the subject matter must be adjusted mathematically, without sacrificing accuracy of the information. The patterns are always set up in the same size and style of type, and letter units must be

counted when the headline is written. For all practical purposes, every letter of the alphabet counts as one unit, except *M*, *W*, and *I*. *M* and *W* count a unit and a half, and *I* a half unit. Figure digits, except 1 which requires one-half unit, count as one each. All punctuation marks, except the hyphen, question mark, and double quotation marks, which have one unit value, count as half units. Spaces between words count one unit. The unit value of dashes varies, an em dash being a unit and a half.

Letter units must be counted for the crossline and dropline decks, but the pyramid and hanging indention decks may be composed by counting medium-sized words, since these are the only two decks where breaking a word over from one line to another makes a presentable appearance. In setting up these two decks the printer has more leeway in the length of lines than he has in the other two kinds.

Grammatical Relations between Decks Should Make for Clearness.—A headline should express its subject matter accurately and clearly. Certain grammatical relations make for clearness.

Every headline deck is complete in itself grammatically, representing a complete statement with its subject and predicate or with either of the latter understood. Sometimes, when the subject appears in one deck, succeeding decks may give a succession of predicates for it. Conversely, one deck may show a predicate with the subject appearing at the first of the succeeding deck.

The following two-deck headline has each deck grammatically complete in itself:

<p>PLAYFIELD GETS \$1400</p> <hr/> <p>This Amount Clear from Thanks- giving Game</p>
--

This headline illustrates how the second deck shows a predicate for the subject of the preceding:

GRAD PRAISES ENGLISH

Says Language Is an Indispensable
Asset in Commerce

The next shows the situation reversed, the first deck being a predicate for the subject of the succeeding:

PLANS FOR BROADCAST

Radio Club to Interchange Code
Messages

Repetitions of the same word or idea should not appear in headlines. A large vocabulary of short but expressive words aids the accurate and speedy headline writer.

Figures appear more promiscuously in headlines than in the body of the story because of scarcity of space. They may begin a deck, contrary to the common rule of not beginning a sentence with figures.

Many newspapers eliminate as much punctuation in headlines as possible without sacrificing clearness. Connectives, such as *but* and *and*, should not appear, dashes or semicolons taking their places. The following three-part dropline illustrates two statements joined by a semicolon:

***Many Books Added
To School Library;
Titles Are Varied***

The newspaper's own style, as described in its style book, outlines its peculiar punctuation practices.

Subheads Make the Long Story More Readable.—A long news story appears much more digestible if broken by simple crossline headlines, called "subheads," every 200 words or so. They commonly appear set upper and lower, bold face, in the same size used for body type. Carefully written, they add much to the appearance of the page make-up.

The Headline Schedule Makes Headline Writing Easy.—Many carefully edited newspapers have fixed headline schedules, copies of which appear on file in the editorial offices and in the printing departments so that the editors merely need to designate by number how the printers should set the headlines they write. School newspapers should possess headline charts which should show clippings of all types of headlines used, type specifications for every one, unit requirements, and the numbers.

Exercises

1—10. Study the following headline chart. Above every example is the headline number. At the left is the size and style of type. At the right are the unit requirements.

10 pt. b. f. caps	<p>No. 1</p> <p>BLAIR TO VISIT EUROPE</p>	15–19 units
14 pt. b. f., upper and lower	<p>No. 2</p> <p>Journalism Class Fast Being Filled</p>	16 or 17 units for each line
14 pt. Italic b. f., upper and lower	<p>No. 3</p> <p><i>Graduates of High School Not Always Eligible for College</i></p>	16 or 17 units for each line
18 pt. Gothic caps	<p>No. 4</p> <p>MISS HUEBNER IS CONTEST WINNER</p>	14 or 15 units for each line
10 pt. b. f. Roman, upper and lower	<p>Eleanor Lundin Takes Second Place in Seventh Annual Algebra Competition</p>	10 medium- sized words

Headline No. 3 aids the emphasis of feature stories. The others suit various straight news stories. If the school has a well-established newspaper, the student editor should make a copy of characteristic headline schedules and use them for these exercises.

Devote about ten days to practice in headline writing. The teacher can specify the stories from a newspaper common to the class.

CHAPTER XI

POLISHING AND FITTING JOURNALISTIC MATERIAL TO MAKE THE PUBLICATION AN ATTRACTIVE WHOLE

The Copyreader Has Seven Duties.—Reporters, as a rule, have a tendency to think of their work in terms of individual pieces of news. They desire, first of all, to make the stories interesting and numerous. The editor, on the other hand, thinks of the paper as a whole. He wishes to make the paper as attractive as possible. He should have a great amount of material to choose from and to adapt to the kind of paper he desires to publish. Some material needs correction for expression or for facts; some has too great length for the space he can give to it; some does not conform to editorial policies he has formulated. In other words, much of the material does not fit the paper as he would have it. Like the mason building a structure out of stone, he must cut down and polish his material in order to fit it into a perfect whole. If the paper is small, the editor himself may do most of this fitting and polishing. On an important newspaper the editor delegates practically all this work to subeditors called “copyreaders.”

Stated more specifically, the copyreader should: (1) correct errors of fact and expression; (2) check the story for typographical style; (3) cut down stories to length convenient for publication; (4) detect matter unfit to print; (5) indicate type specifications; (6) write headlines and subheads; and (7) improve the story in any way possible in the time available.

Checking Material for Fact Errors Requires Broad Knowledge.—To check fact errors in telegraph copy, the copyreader must depend upon his general knowledge and the

recent facts he has assimilated by carefully reading the daily news. In local copy he can do most valuable service in detecting fact mistakes if he has had experience in the local field as a reporter. Names and addresses he can check by use of telephone and city directories. The following three tests for evidence in argumentation will aid the copyreader in checking a news story for facts: (1) Are the facts consistent with human experience? (2) Are they consistent with themselves? (3) Are they consistent with other facts already published?

Rigorous Training in English Leads to Ability to Correct Expression Errors.—Common expression errors found in reporters' copy are: grammatical errors of all kinds; inaccurate use of words; looseness in construction; repetition; violation of the principles for the proper construction of a news story, especially faulty leads; errors in punctuation; mistakes in spelling; and violations in tone of the write-up as compared with what is merited by the facts. The copyreader must depend upon a carefully laid background of grammar and English composition for success in this part of his work.

The Copyreader Must Know the Style Sheet.—Every well-edited newspaper has a set of rules telling how to express certain matters in abbreviation, capitalization, punctuation, titles, figures, and the like. Two kinds of styles predominate, one being the *down* style, characterized by a paucity of capitalization, and the other the *up* style, the other extreme. It is an important duty of the copyreader to know the style and to see that all copy leaving his hands conforms to it. In this he should check the reporter who has responsibility for a thorough knowledge of style.

The Copyreader Must Watch for Matter Unfit to Print.—A certain amount of journalistic material, unfit to print for a number of reasons, constantly finds its way to the editor's office. It may be vulgar, trivial, or libelous. It may be contrary to some editorial policy. It may be propaganda. Whatever it is, another duty of the copyreader is to detect and delete it. It is a duty for which long experience best qualifies one.

Libel refers to the publication of false information that injures a person's reputation or business, whether he is alive or deceased. The publication may be by writing, print, pictures, or by any means that the eye can comprehend. In America the common defense against libel is to prove the truth of the matter published. Another way is to attempt to prove that the publication of the matter really did no considerable damage. The law in this country designates certain privileged material that a newspaper may publish without fear of libel suits, examples being: anything said in the course of debate in the Congress or in the state legislatures; anything brought up in the course of proceedings in a court of record.

Propaganda is information purposely dressed to make it look like news but really intended to advance the cause of some person or organization. It may be true or false. This is one of the most subtle forms of material against which the editor must be on guard. Much propaganda comes through the mail, much is brought directly to the office by people interested, and some is foisted on young and innocent reporters.

The Copyreader Has His Characteristic Tools.—The copyreader has for his tools a soft black pencil, a pair of shears, a paste pot, and a set of copyreader's signs. He prefers the black pencil because it readily effaces words and letters, thus eliminating material entirely or leaving space where the editor can insert matter more to his liking. He uses the shears and paste pot for more drastic changes. The copyreader may cut the story into sections and paste the sections together in a more interesting or logical order. If a story has a poor lead, the copyreader may clip the original lead, write a new one on a clean sheet of paper, and then paste the remainder of the story after it. He may paste a large number of short items together under one headline.

The following copyreader's signs are commonly used to whip journalistic matter into shape for the typesetter:

Mr x Mrs ©

Two ways of making a period.

Those concerned

Two ways of beginning a new paragraph.

¶ Present were:

(10) means ten

(twenty) means 20

Closed lines: Spell out figures and abbreviations, and vice versa.

(Prof.) means Professor

(Doctor) means Dr.

Station

An oblique line: Change capital to small letter.

mr. Troy

Three lines underneath: large capitals; two, small capitals.

The Mentor

Straight line underneath: Italic type; wavy line, bold face.

Associated Press

to day

Curved lines: connect word sections.

The result of

Vertical line: make a separation.

"pep"

Curved lines: indicate the beginning or the end of "quotes."

(easy going)

Incomplete figure eight: transpose.

be
to ^ present

Caret sign: make insertion.

#

(30)

Two kinds of end marks.

(2)

Journalism Helps
Student to ~~write~~ ^{write}

That the study of Journalism teaches a student self-reliance, discrimination, ^{and} observation, and lends a certain finish to his writing was brought ^{out} by Lawrence J. murphy, head of the department of journalism at the uni-
versity of Illinois, in an article in The Scholastic Edi-
tor for (Dec.). Mr. Lawrence ~~goes on to say~~ ^{says}:

Such students are better in ~~good~~ narration, description, exposition, and argument; they write more easily and with ~~much~~ fewer errors; they understand the technical names of constructions and words; they write more interestingly and thoughtfully. "

Mr. Lawrence ~~has~~ ^{that} said that also many students read widely, but they do not do so with a wish to find any ^{later} use for ~~the~~ ^{reading}.

They have no notion of the value of a pointed reference to Polonius and eaves-dropping, to Othello and jealousy, to Julius caesar and studied rejection of honors.

(They do not sense any entertainment value in Iove, Dido, and Neptune. They fail to see that references to Mother Goose, the Wizard of Oz, and Grimm's Fairy Tales ~~are~~ ^{are} references to the great storehouse for the writer. "

#

Engravings or Cuts Make Pictures.—Two kinds of engravings, or cuts, commonly used are zinc etchings and half-tones, the former being engravings to reproduce line drawings, such as cartoons, and the latter being engravings to reproduce photographs. The purchaser pays for each on the basis of so much per square inch. Zinc etchings cost less because the process of making them is simpler and the cost of materials is less; so whenever the school newspaper can secure a good pen and ink drawing of a subject done by a student, it can save money on photography and the cost of cuts. If the drawing is good, zinc etchings make more appropriate newspaper illustrations than do photographs. This is especially true for a newspaper that uses the stereotyping process, which does not permit printing directly from the cut, as does the flat-bed press. Having students make drawings for publication gives incentive to art work in the school.

The editor should designate the size of cuts on the basis of column width, since in enlarging or reducing pictures for cuts the new width is to the old as the new length is to the old; in other words, the change is absolutely proportional. Thus, the editor instructs the engraver to make a cut one column wide, or two, or a half, and so on. He tells him, also, the width of column (in ems pica) and the quality of paper that the newspaper will use. While etchings reproduce equally well on nearly all grades of paper, half-tone work must suit the paper surface employed.

The Copyreader Must Provide Type Specifications and Guide Lines.—The copyreader always abbreviates his instructions to the printer and encloses them in circles or parentheses to make clear that they are not part of the copy itself. Because it is frequently desirable, for the sake of speed, to send a story to the typesetter in sections, he adds guide lines, or catch lines, to guide the make-up man in putting the sections together while they have the form of type. He writes these guide lines as labels placed in parentheses at the top of the copy that the typesetter sets into type, using capitals to make the words easy for the printer to read. When the complete story in type is ready to go into page form, the printer discards the guide lines.

The guide line names the story briefly, as "Union Election." If the copyreader is sure of the department of the paper into which the story is to go, he adds that, as "Society" or "Sports." Sometimes all the story but the lead and headline goes to the typesetter. The guide line commonly used in such a case is exemplified by: "Union Election—Head and Lead to Come." When the editor finally sends the lead and headline, he slugs them "Head and Lead—Union Election." He may use other common guide lines as additions, inserts, and substitutes, as in the following: "Add Union Election;" "Insert After Lead—Central Game;" "Substitute Lead—Union Election." For very large newspapers a guide line indicates into what edition the story should go. The guide line "Must" means that the story must be printed without fail.

Rewriting Makes a Borrowed Story More Interesting.—News stories published first by competitive newspapers or by previous editions of the same paper frequently appear in rewritten forms for further publication. Such stories must retain a certain amount of news value.

In making a *rewrite* the editor may change the feature of the lead. He may do this by playing up a feature that was secondary in the first story; by featuring the next development in the case, if there is one of which the editor can be sure; or by featuring some connection the news has with other news of its kind. He may cut the story to that length that the editor's judgment, tempered by experience, says is enough. Both methods make the news readable.

Exercises

1. The following news story has a faulty lead, a large amount of repetition, some editorial comment, a number of juvenilities in style, misspelled words, and imperfect punctuation in places. Edit it, using the principles of copyreading discussed in this chapter. Write for it a No. 4 headline, the specifications for which appear in the chart at the close of the chapter on headlines.

At a meeting which was held after school in room 20 last Thursday plans were discussed to form a new debating society for Windsor High school. About fifteen boys were present and showed a vast amount of enthusiasm for this excellent project.

One of the teachers was present to advise the boys. He was George H. King, member of the history department. The boys expect to make him the faculty director of the club. He is the regular debate coach for Windsor and is very experienced.

The boys decided to appoint a committee to investigate and make a study of debating societies in other schools, with a view of getting the very latest and most improved ideas. The boys appointed on this com-

mittee are; Henry Miller; Peter Steinway; Harvey Wilson. This committee will also be expect to report on the drawing up of a constitution, which any society needs.

The proposed plans and the constitution, which this committee will draw up will be voted on by the boys at a meeting to be held next week. The meeting will be held in room 20 again and will take place on Friday.

The object of this news society, if it is organized, will be to increase interest in debate, which is slow in Windsor now. Another object will be to help the boys of the school in extemporaneous talking, which work they need very much, as some of them will be lawyers someday and will need this sort of training.

There is some talk of organizing the same sort of a club for girls, if the girls show enough interest, as they should. The boys club will be organized this semester so that it will be in working order for the next semester.

Let's all get behind this and boost.

2. The feature of the following story is the money cleared at the "Prom." Rewrite the lead, using this feature. Correct all errors. Edit out all editorial comment. It is not proper to express thanks through the medium of a news story. Mr. Henderson's initials are C. H. Write a No. 2 headline for the story.

It has come and gone, the one big event of the school year, the Junior Prom. On Saturday evening April 14, the class of '29 royally entertained the Seniors. Every member of the Senior class received a free admission ticket and a souvenir of the event.

Owing to the fact that the event had wide advertising and that a good orchestra, the College Sereaders, had been engaged, an unusually large crowd attended. In fact, it was the largest crowd that had ever attended any event given by the Windsor high.

The Juniors need no longer worry about meeting class expenses, for they cleared over \$100 on the Prom. They all worked hard to make their Junior year a success. Everything that they undertook "went over big." Much of the success of the Prom was owing to the untiring efforts of Mr. Henderson, and the class wishes to take this opportunity to express thanks to him.

3. Correct the style and condense the following article to the space it deserves. Remove editorial comment. Write a No. 2 headline.

We Juniors are lamenting over the loss of one of our classmates. We never dreamed that Ruth Jones was so taken up with school studies that she would decide to get a school teacher all her own. We could have given her more work to make her happy, but we didn't understand her, and now it's too late, for Ruth is married and is either teaching school or has enrolled as a pupil at Cedar Falls.

Great was the surprise of the students of the Windsor High school, and of Ruth's many friends, when they received word of Ruth's marriage to George Crampton, school teacher at Cedar Falls, a few weeks ago. We regret that Ruth left her school work here, but we wish her the best of luck and happiness and hope that she will not forget the Windsor school and especially the class of '29.

4. Remembering the rule that in successive paragraphs of unbroken quotation from one source quotation marks appear only at the beginning of every paragraph and at the end of the last, write copy based on this letter. Take out the personal reference. Write a lead and a No. 4 headline for the article. Prepare the copy for *The Windsor Journal*, the weekly mentioned in the letter. Give it a guide line indicating that it should appear on the front page.

428 North Main Street

St Paul, Minn.

December 5, 1928

Principal H. W. Hall,

Windsor High School,

Windsor, Minnesota

Dear Mr. Hall:

My wife and I have the most pleasant recollections of the dinner at your home and of the evening afterwards. We hope that we may do as much for you if you should ever visit St. Paul.

I cannot speak too highly of the extra-curricular work done in your school. I doubt if a better quality of work is done anywhere in the country.

The band and the orchestra, under the direction of

Mr. Jones, are quite superior, the orchestra being much like a symphony orchestra. I was greatly surprised to learn the class of music both of these organizations produced. They certainly are doing much for the education of the community in high musical ideals.

Your athletic policy is also commendable. I never visited a high school where the ideal of "athletics for all" is so successfully worked out.

I cannot close without favorable comment for your two school publications, *The Windsor Journal*, and your annual. To me this work in journalism appeals as excellent training in English. I believe that educating for journalistic ideals is what this country needs if it is to improve its publications.

With all good wishes for the continuance of the work you have begun, I am

Most sincerely yours,

J. J. Sutton

(Editor, *The High School Review*)

CHAPTER XII

PRINCIPLES OF NEWSPAPER MAKE-UP

The Make-up Must Awaken Interest.—The newspaper editor arranges reading material and advertising so that his publication as a whole will appear readable and artistic. To bring about this effect calls for work in art, somewhat resembling work in architecture. One might call the work of newspaper make-up “newspaper architecture.”

The large units resolve themselves into pages, the front page assuming an importance far above that of any other. To construct these units requires a variety of material, which consists of short and long news stories, some with big headlines and many with small; boxed items; illustrations of all sorts and sizes; editorials; special features; and advertising. When the editor prepares the material, he realizes that to accomplish the larger effects he must adapt the smaller units so that they will fit into the general plan. Thus, as he gives every item a headline, as he denotes the size and the shape of every illustration, he thinks how it will look on the page where he expects to place it. In other words, he plans the construction largely in advance, just as the architect plans his structures and then orders and prepares the material that fits the buildings planned.

The number, size, and shape of the publication's pages depend on the personal taste of the editor, on the most economic use of print paper, and on a large number of other considerations peculiar to the particular publication.

Certain Positions Have Prominence.—While not all editors agree, certain positions on the front page stand out most prominently and should, therefore, hold the news stories of greatest interest to the greatest number. The upper right-hand corner of the page makes news most conspicuous. That place should hold the leading story and big-

gest headline of the page. A banner headline—a headline running completely across the top of the front page—commonly leads to the story on the right-hand side. The outside column on the left-hand side provides the second best position. The center of the page at the top closely competes with this position and, therefore, stands third in choice.

The column at the right has first choice because the editor can break a story placed there and conveniently carry it over to the first column of the second page. Some think the right-hand side more conspicuous when the papers lie folded on the news stands. The column on the left has second choice because prominence given a story in that position best balances the page. A newspaper may use its front page mostly for display; may employ large headlines to advertise news stories and carry most of the long stories to inside pages after a couple of paragraphs. Such a paper will have its special reasons for choice of position.

On the inside pages, the column farthest to the left has most prominence.

Unsymmetrical Balance Pleases.—A combination of symmetry and balance, called “unsymmetrical balance,” makes a good front page make-up. Symmetry refers to the location of objects of similar shape and size about a common perpendicular, like branches of the same size and shape on opposite sides of the trunk of a tree. Two news stories of equal length having the same kind of headlines and placed in the upper right- and upper left-hand corners of the page are symmetrical with respect to a perpendicular running down the center of the same page; so are two cuts of the same size and shape placed in corresponding positions on each side of the central column of a seven-column page. Balance, on the other hand, refers to the location of two things of equal *weight* about a common center, whether they have the same shape or not. For example, a two-column cartoon, 6 inches long, placed to the right of the center of the page, balances well with a three-column cut, 3 inches high, placed opposite on the left. Perfect symmetry on a front page time after time—a page that also appears as perfect balance—would give as monoto-

nous an effect as would perfect symmetry in all the trees on a college campus. Unsymmetrical balance makes for variety and pleasant effect, whether on the front page of a newspaper, in the facade of a building, or in any other place.

The Type Must Harmonize.—Harmony appears on the front page mostly in the style of type. Body type should harmonize in style and degree of blackness with headline type. Type should be large enough to fit a certain size of page and column and yet not too large. Some newspapers aim to achieve a conservative gray tone for the front page; others a “contrasty” black and white. The accomplishment of either of these purposes depends largely on the selection of type.

Contrast Pleases.—Contrast on a news page should not be so great as to spoil the harmony; nevertheless, a certain amount of contrast aids readability and appearance. To observe the rule of contrast strictly, the make-up editor never places two headlines of the same size and character of type, or about the same size, side by side. He would separate two headlines made of Roman or Gothic type, for example, from one made of Italic. He may use body type as contrast between headlines. He will not end two items in adjacent columns on the same level if he can avoid it. He uses boxes and cuts to separate headlines of about the same size and character. Of course, the rule of contrast also forbids the placing of two boxes or two unrelated cuts side by side. A double banner headline, in which each part deals with a different story, should always include contrasting type.

Variety Produces Good Effect.—Variety gives as good effect in front page arrangement as anywhere else. Changing the make-up to some extent with every issue gives variety. For instance, changing the position of the cartoon from the top to the bottom gives helpful variety. Ever-changing news material, requiring display according to *what it is worth*, provides variety in headline arrangements and sizes.

Locate Illustrations Carefully.—The principle of balance largely determines the location of cuts on a page. If the paper presents only one, like a cartoon, it obtains balance by placing the cut in the center at the top or bottom or as close to the

center as the size of the cut and the number of columns permit. Single-column cuts may appear within the bodies of the stories they illustrate, or they may stand apart, with sufficient explanatory matter above and underneath them. It is better to keep cuts out of positions where the fold of the paper will spoil their appearance.

The Head of the Newspaper Should Attract.—Careful consideration should give the head of the newspaper an artistic arrangement. The size of the type and the style should harmonize with the size of the page and the type used for the news. Many newspapers place their mottoes next to their heads, as does *The New York Times* its "All the News That's Fit to Print." An illustration indicating the ideals of the paper artistically combines with the head of the paper, as does the use of a college seal by a college paper. If no illustration is to appear, and if the name of the paper would leave a good deal of white space on the right and left, many papers fill this space with small rectangular boxes in which they present weather reports, announcements of all sorts, mottoes, and the like. These boxes or illustrations at both ends add to the appearance of the page in that they make the head run completely across the top, an effect many newspapers now desire to attain. Many newspapers reduce white space at the top of the head to a minimum, for the sake of appearance and, to some extent, for economy of space.

Breaking Over Front Page Stories Gives Both Advantages and Disadvantages.—One advantage of cutting stories short on the front page and breaking them over to an inside page is that by so doing the editor can adjust their length to fit a balanced make-up. Another is that the editor can place a large amount of advertising of news stories on the front page where it will catch the eyes of pedestrians who glance at papers on news stands. Opposing these advantages is the disadvantage the reader finds in turning the pages of the newspaper to find the rest of the story. This inconvenience often discourages him from reading the entire article.

To break over a story the usual "continued" line and a so-called "jump head" become necessary. The jump head

may repeat the top deck of the head on the front page but with smaller type or it may have another form. The pages to which stories break over depend on circumstances of make-up peculiar to every paper.

Different Page Sizes Make Special Problems.—If for reasons of space or cost of news print, the paper has a broad page, perhaps an eight column size, the make-up man may have to consider devices to make his broad page look narrower than it really is. He uses long, narrow cartoons, headlines, and boxes that run up and down the page and produces the same effect that stripes up and down a stout woman's skirt produce, namely, an effect of slimness. He avoids page illustrations and headlines that run to breadth. If he had a long and narrow page, he would favor such illustrations and headlines.

Exercises

1. Make-up problem 1 deals with a five-column page, every column accommodating 18 inches of news matter. The student will reproduce such a page on a large sheet of paper on the scale of $\frac{1}{2}$ inch to the inch for length, and allow 1 inch for the width of the columns. The student may indicate headlines, which will be the same as those given in the headline chart at the close of the chapter on headlines, by writing the numbers and surrounding them by small circles. In working out these problems the student will assume that the stories with the largest headlines head the most important stories and should, therefore, have the most prominent positions. Headline No. 3 will give variation from Gothic type.

Using the principles of the make-up discussed in the chapter, make up two front pages from the following data:

Number of Items	Headline	Length of Item (includ- ing headline) in Inches
One.....	4	12
One.....	4	11
One.....	4	10
One.....	3	6
One.....	3	7
Two.....	2	7
One.....	2	9
One.....	2	3
Two.....	2	6
One.....	2	4
One.....	1	2
One.....	4	10
Three.....	4	9
One.....	4	7
One.....	cut, single column	4
One.....	box, single column	3
Two.....	2	5
One.....	2	8
One.....	2	6
One.....	2	7
Two.....	1	3
One.....	1	2

2. Problem 2 deals with a seven-column page accommodating 20 inches of news matter to the column. From the following data make up two pages in a manner similar to the work called for by problem 1:

Number of Items	Headline	Length of Item (includ- ing headline) in Inches
One.....	4	17
Two.....	4	7
One.....	4	10
One.....	4	8
One.....	4	6
One.....	4	11
One.....	4	5
One.....	4	18
One.....	3	7
One.....	3	8
One.....	3	6
One.....	2	7
Two.....	2	6
One.....	2	4
One.....	1	3
Two.....	1	2
One.....	4	18
One.....	4	17
Four.....	4	6
One.....	cartoon (3 columns)	6
One.....	3	9
One.....	3	10
One.....	3	8
Three.....	2	6
One.....	2	4
One.....	2	5
Three.....	1	2
One.....	1	3

CHAPTER XIII

INTERESTING UNITS FOR THE EDITORIAL PAGE

An Editorial Article Gives Opinion about News Facts.—American newspapers confine the news to facts. They print editorial opinions or editorial articles on separate pages. Hence, an editorial article is a piece of journalistic writing in which the author either expresses his own opinion about a selected news situation or sponsors opinion more authoritative than his own. Usually, the writer represents the thought of the newspaper itself.

The Editorial Article Must Provide Acceptable Wisdom.—Many journalists today will not admit that the editorial has an incontestable place in the newspaper. They believe that the paper's really salable products are good news and good advertising. In their opinion, the editor, or an editorial writer,¹ thinks about a given news situation no more wisely than do intelligent newspaper readers. Why should the editor and his writers say the obvious or the unnecessary, wasting space and time in doing so? There is much to be said in favor of this attitude toward the editorial article. Certainly, sometimes a newspaper loses friends by the stand it takes in its editorial columns when it would not lose those friends if it presented news alone. In such case intelligent readers would not have chance to scorn editorial wisdom.

On the other hand, a newspaper helps and interests its readers by presenting editorial articles of merit which never say what is obvious, which never preach, and which never nauseate an intelligent reader with inanity of thought or triviality of information. Only such editorial articles have merit.

¹ On a large daily the editor and several editorial writers prepare the editorial articles.

Some Things in the News Need Explanation.—Much news appears in such concise form that it does not make itself clear to many people. Perhaps it involves something technical; perhaps it involves a mystery; perhaps it presents a subject too difficult for the average reader. Whatever the situation, most newspaper subscribers will welcome a thorough-going investigation on the part of the editorial writer and a clear exposition of the difficult points involved.

To write an expository editorial article, one needs a timely subject, usually suggested by the latest news. Having this, the writer investigates the subject thoroughly, using all the facilities of a modern library as well as direct information from well-informed people. When the writer thoroughly understands his topic, he sits at his typewriter and, using all the methods the art of exposition has developed, writes what he feels sure will aid his readers. What he should say first depends on the subject. How he should say it he answers by writing as clearly as possible in his natural style.

The student who wrote the following student editorial article gained most of his information by consulting the teacher of journalism:

ON BEING A GOOD NEWS SOURCE

Good news sources are of infinite value to a successful paper. It is the duty of the reporter to "cover" certain people to secure an account of the latest events of importance.

There are two kinds of news sources—the poor ones who look upon the reporter with scorn, and regard him as a pest, dismissing him with a wave of the hand. These people are often the quickest to find fault with any item published, and if there is a mistake in any news that they give, they sometimes cause a lot of trouble.

Then there are the good news sources, the ones who are friendly to the reporter, glad to give him any material that will benefit the reporter, the paper, and the school. They do not consider the very few minutes spent in talking to the newspaper representative as wasted, but are interested in securing the success of the publication, as a valuable feature of the modern high school.

As these are the kinds of news sources that every good paper needs, perhaps some of our informants can aid in keeping *The Journal* a first class high school publication.—*The Lewis and Clark Journal*, Spokane, Washington.

The Editorial Article May Suggest a Course of Action.—

Two- or more-sided questions of interest to a democratic public or an up-to-date high school appear frequently in the news. The best editorial policy demands that all sides of thought have representation in the news. Such representation will please intelligent readers and enable them to make their own decisions. Another group of readers needs assistance in determining its view of public questions and it is for this group that the editorial article suggesting, by gently mannered argumentation, what should be done has justifiable place in a good newspaper.

The editorial management of the paper must determine the attitude the newspaper takes on moot questions. In some instances the publisher may decide; in others, an editorial board. The stand agreed upon goes by the name of "editorial policy."

Having found, in the news, a subject for an argumentative editorial article, the editorial writer must first make that thorough-going investigation that alone fits him to write about the subject for the benefit of a large number of readers. When he has investigated in scholarly fashion, he is ready to decide on his method of treatment, one useful treatment being the method of analogy.

An analogy may compare two situations, one of which is familiar to the average reader and the other more or less unfamiliar, with the purpose of showing that the unfamiliar will act in the same way as the familiar. To be strictly logical, both situations must be governed by the same underlying principle. An editorial article that employs analogy bases its thought on an unfamiliar situation found in the day's news, compares that situation with a familiar situation, and shows that the two will be likely to have the same outcome. Sometimes, the editor merely pictures two situations, first one and then the other, or presents features of one beside features of the other and refrains from drawing a conclusion, trusting the readers to see the force of the analogy.

Example

HARMONY AND DISCORDS

When a good band or orchestra plays, the music, as a whole, is harmonious. Some individual player may make a few discords that sound somewhat harrowing to those in his immediate vicinity, but these discords are lost in the general harmony of all the players.

In the Monroe street bridge, if one looks closely, there are several small flaws in the construction, and the cement isn't molded perfectly. But when the eye takes in the entire bridge, in all its magnificence, the small flaws are swallowed up and go completely unnoticed in the greatness of the massive structure.

So it should be with a school. We have our petty disagreements, clashes of authority, and discord, but the spirit of the school should be such that it would drown out all insignificant affairs that tend to break up the harmony of the school, and unite the students in a harmonious ensemble. To an outsider it should so appear.—*The Lewis and Clark Journal*, Spokane, Washington.

It is a law of psychology that successful thinking gives mental satisfaction. The wise editorial writer leaves his reader himself to draw a few conclusions, thus encouraging a certain amount of good feeling, which the reader naturally credits to the editorial article, much to the gain of the paper. Employ this method in all editorials of suggestion. In other words, let some of the cleverest editorial suggestions come from between the lines.

The forceful presentation of facts and authoritative opinion makes an acceptable way to argue for certain stands on public questions. When he has gathered a forceful array of evidence, the writer selects several issues and organizes his points. The evidence obtained, and the organization determined upon, he finds the writing easy and natural. He presents the statement at issue, and then the argument, issue by issue, and finally the conclusion. This sort of editorial article becomes objectionable when the writer substitutes personal for authoritative opinion, or selects facts carelessly. The prevailing tone should emphasize good humor rather than irritation, anger, or unpleasantness. It is only under a calm and pleasant mental attitude, which signifies self control, that logic becomes most effective.

Example

DOES BUSINESS WANT SCHOLARS?

It is a well-known fact, proved by speeches made by President Lowell of Harvard, Professor Hugh Smith of Wisconsin, and others, that men who rank high in their college subjects are likely to rank high in the professions which they afterwards pursue. Dr. William Trufont Foster in a recent study stated this: "Indeed it is likely that the first quarter in scholarship of any school or college class will give to the world as many distinguished men as the other three-quarters."

However, many people believe that scholarship in school has little to do with success in business, although it may in the professions. Walter S. Gifford, president of the American Telephone and Telegraph Company, recounts in the May issue of *Harper's*, a study of two years' duration, of this matter, in his own company. We recommend this article to all, for it certainly is illuminating.

Mr. Gifford arrives at the same conclusion in regard to scholarship and business as has been drawn in the professions, namely, that in the Bell system the men who stood highest in scholarship in school and college earn larger salaries, hold higher positions, and in general are more successful than the poorer students.

Figures do prove that those who do well in school, generally do well in college, those who do well in college generally rank high in professional schools, those who rank high in professional schools generally succeed best in the professions. In fact, a high-grade man in school has much the better chance of being a high-grade man all through life.—*The Owlet*, Hartford, Conn.

Sometimes the argumentative editorial article becomes a campaign editorial article, a more or less regularly recurring piece of argument on a question concerning which the newspaper itself has taken a determined stand. A new editorial is in order whenever a new collection of favorable evidence appears; or whenever some new phase of the problem protrudes its head in the news of the day.

Frequently the argumentative editorial article also becomes essentially one of refutation designed to refute arguments advanced in the news or by some other newspaper that upholds the other side of the question. The editorial writer uses all effective means of refutation, such as leading the other side to the horns of a dilemma, meeting argument with argument, and detecting fallacies.

Young people, especially, but also adults, when commanded to do something, have an interesting psychological reaction that leads them to wish to do the opposite. They believe that attempts at coercion discredit their own good judgment, and they would have revenge by taking courses the opposite to the courses suggested. The ironical editorial article takes advantage of this human reaction. It urges action contrary to what the writer really wishes, trusting that the reader will do the opposite. To write such an editorial article successfully, the writer should strive to draw a sharp line between irony and sarcasm, adopting the playfulness of the former and avoiding the bitterness of the latter.

Example

DON'TS FOR HIGH-SCHOOL STUDENTS

Don't get to school until 8:24 in the morning, for the tardy bell won't ring until 8:25, and it will give the teacher lots of pleasure to mark you present, after having marked you absent.

Don't neglect to slam your locker whenever opportunity permits; there is seldom any commotion in the halls, and such a light noise can't make much difference.

Don't fail to whisper in the study hall; no one goes there for study anyway.

Don't pick up any waste paper you see lying around; leave it where it may be, because the janitors are hired to pick up scraps of paper, and the smaller the pieces, the more interesting the work.

Don't fail to walk with a heavy tread when coming into the study hall late. This does not disturb those who already are interested in their work.

Don't fail to deposit your gum in the fountains; it adds so much to the pleasure of those who come to get drinks, to see it lying there.

Don't let anyone beat you to the lunchroom when the lunch bell rings; it's your right and privilege to get there first, even if you have to knock several other students down in the rush to get there.—*Central High News*, Minneapolis.

The Short Essay, Cleverly Written, Makes a Good Editorial Article.—A most printable kind of editorial is the short essay. The subject for this comes from something appropriate for the times but not necessarily from the latest news. In it

the writer may express his own opinion more than in any other kind of editorial article, but he must be sweetly reasonable. The whole article should express human interest made personal by the writer's experiences, or by the experiences of others. Humor and an optimistic philosophy of life help to make such an article interesting. Out-and-out cleverness of thought and expression alone sometimes justify the publication of such an article.

Example

ESSAY ON WORMS BY "INTELLIGENTIA"

The worm is a lower animal. It is called a lower animal for the same reason that birds are called higher animals. Worms crawl on the ground; birds fly. The worm has two ends; anterior, in front and posterior, behind. The space between is called the interior. The worm is an aid to the farmer because he (the worm, not the farmer) chews up the soil. This is beneficial to plants.

"The worm will turn," is a proverb, also a fact, for the worm is very flexible. It is very popular as food, with fish and with birds. The early bird catches the worm. That's what the worm gets for being out so late the night before.

On rainy days, worms appear on the pavements. People step on them and slide. If a worm is cut in two, both ends crawl off in different directions to shift for themselves. I should like not to be either the person or the worm on a rainy day.

Worms are friends of men but not of women.—*The Comer*, Connelville, Pennsylvania.

The Editorial Article Should Provoke Thought.—The idea that people in general will proceed to do or to think just what an editorial article urges is, of course, absurd, human nature being what it is. A few readers may do just that; others may attack the editorial writer; others will be lukewarm or wholly indifferent. The editorial writer must arouse some constructive thought, perhaps only a little. For more than this he can only hope.

Editorial Paragraphs Can Be Interesting.—An excellent way to add variety to the editorial columns is to use editorial paragraphs, usually one sentence editorial articles, couched

as tersely as proverbs and often humorous. They should present subtly given, constructive editorial suggestions. *The Literary Digest* has made editorial paragraphs famous by collecting them from the newspapers of the country and quoting them under the title, "Topics of the Day." The school editorial writer should emulate his seniors in the persistent production of editorial paragraphs. The common pun, a play on several words pronounced nearly the same but spelled differently, is often the heart and soul of an editorial paragraph.

The Title Should Arouse Curiosity.—The selection of a title for an editorial calls for care. There are two kinds of titles, one like a headline accurately suggesting the principal point of the article; the other intended to arouse the reader's curiosity by a clever reference to the subject. Of the two, the latter awakens more interest.

The Editorial Group Should Contain Variety.—The group of editorial articles prepared for a given issue should have interesting variety. Some should be short; some long. Editorial paragraphs may intermingle with the longer articles. The use of no more than one article of every type for a single issue will help. A good rule for a group of four articles is this: Write one article of commendation of someone or of some organization or institution, for constructive work; write another of reproof, suggesting a remedy; write another of the interpretive type; and a fourth of the literary type, charming to read.

Humor Gives Value.—A successful humor column has more importance and value for the general welfare of a high-school paper than such a column has for a regular newspaper. Because high-school students turn to the humor column the first thing, that column has importance as an aid to building circulation, the responsibility for which lies with the editorial staff as well as with the business staff. The humor column also provides entertainment material, a certain amount of which aids any newspaper, and it allows an outlet for the expression of certain parts of the school life, reflected nowhere else, except in humorous feature stories. Through it, the

editor in charge gains an opportunity to develop a sense essential for the well-balanced writer, the sense of humor.

Humor Should Deal with School Life.—Just as the news content of the high-school paper should concern only the high-school field, so the humor of the humor column should concern the life of the school. Many high-school papers do not observe this rule. They allow their humor editors to invade the field of the regular newspaper, the humor magazine, and the vaudeville humorist. The practice violates the fundamental principle governing the high-school publication, that it reflect the life and activities of the institution. The high-school humor editor limited to his own field, discouraged from filling his column with clipped material and with jokes told to him by others but invariably taken from other publications, must use his wits and become a keen observer of the characteristics of his own school.

Other limitations concern the items themselves. They must express humor. The teacher in charge should direct the humor editors to make the column humorous at all costs; even if, in the last extremity, they clip every item from exchanges. The columnist will do well to ask a friendly critic to look over his items and test them for humor before he brings them together in final form for presentation to the editor and editorial adviser. A safe test is: When in doubt, throw the item into the waste basket.

The subject matter must show refinement and culture as well as humor.

The humor must illustrate kindness tempered with respect for the feelings of others. It is best to omit names, or to use them with the utmost caution.

If possible, the writers should make the column original. The entire editorial staff, as well as members of the school, should contribute. The editor should revise all contributions and make them conform to the requirements and intentions of the column. A famous American journalist¹ recently gave this as his advice for making a successful column: "Be yourself." This invites consideration. It means that the best

¹ SAMUEL G. BLYTHE.

column accurately expresses a personality. The column writer must have an uncommon and interesting view of life plus striking originality in self-expression. If he has had wide experience and if he records his own original observations in his own way, he will make an interesting column.

High-school humorists tend to include in the column many humorous events in the editorial office. Few students have interest in what goes on in the newspaper office, but they do have interest in the humorous events of school life.

The column must have variety, which the editors may secure in three ways: by writing on a variety of subjects; by writing in a variety of ways; and by varying typographical make-up.

The Items Should Show Variety.—The editor may include certain well-defined types of humorous items:

1. The humorous poem: a poem on some school subject humorously expressed or humorous because of the fact that its theme receives attention at all. The form of the poem should be as correct as possible, unless, of course, part of the humor lies in faulty rhyme or rhythm. The limerick, which calls for metrical and rhythmical qualities, has great value for the expression of humor. The parody of a poem familiar to every one gives excellent opportunity for humor.

2. Witty comment on news: merely humorous comment on a news situation having some inconsistency, peculiarity, incongruity, or humanly interesting phase. In this the columnist's personal reaction emphasizes the humor.

3. School anecdote: accounts of humorous events in the school. The writer should make certain that what he writes really has humor. Many incidents of the classroom, extremely funny in their own setting, fall flat when removed from it.

4. Burlesque and caricature: humorous versions of practices in the school or of events reported in the daily newspapers. Mock society items, editorial take-offs, humorous valedictory orations, and exaggerated but kindly characterizations of the habits of teachers and students give infinite opportunity for humor. The writers may imitate the work of the king's

jesters of old, who made light of serious things that occupied the king's attention.

5. The clipped items: clever jokes or humorous items taken from exchanges. The editor, invariably, should add at the end the names of the publications from which he takes the material.

6. The humorous quotation: a quotation, without comment, of something from another paper, or from another part of the school paper, not originally intended to be humorous. Misspelled words, typographical errors, gross inaccuracies, and questionable treatment give opportunity for producing laughter.

Take pains to select an appropriate name for the column, one that will stand the test of frequent publication.

Exchange Papers Furnish Ideas.—The exchange of publications greatly helps high-school journalism and aids especially in making an interesting humor column.

The exchanges serve the following major purposes:

1. The exchanges suggest how to publish successful papers.
2. The exchanges give constructive suggestions for the school at large.
3. The exchanges provide the means of obtaining wide recognition.

The exchange column that merely makes acknowledgments, or that gives criticism, does little good and interests few. The criticism gives little benefit to the exchanges and no benefit to the average reader.

The best exchange column recognizes Pope's famous words, "Men should be taught as if you taught them not." Every paper gives suggestions merely by permitting other editors to examine it and note its work in news writing, in the conduct of departments, and in the placing of advertising. It gives its readers the benefit of other exchanges by selecting from them succinct digests of interesting exchange news. At the end of every item it prints the name of the high-school publication, the name of the high school, if there is more than one in the place or if the name of the high school does not appear in the item, and, also, the name of the city or town,

and the state. Thus the editor recognizes every item and acknowledges the receipt of the exchange.

Exchange Items Must Have Interest in Style.—If there is one place in the high-school newspaper where the editor should take pains to find interesting features for the beginnings of items, it is in the exchange column. Exchange items may lack local interest, but they do have interest for the ordinary reader when they are well selected and well written. They should be crisp, concise, and short. The writer may use all the common types of features for news items except names, which here are valueless, unless, as sometimes happens, the items concern a person widely known. Every item may have a small crossline headline, or it may have the first few words set in bold-face type as a substitute for a headline. In either case the feature should appear in the headline or its substitute.

It takes great quantities of flowers to make a small amount of perfume, and it takes much reading of exchanges to find a good collection of readable exchange items. Looking for good exchange items is like looking for pearls in oysters. One must examine a large number before he finds what he seeks. The exchange editor may throw a dozen papers into the waste basket before he finds one item. On the other hand, he may find several good items in one paper.

The following illustrate good well-written exchange items:

The Flower Lovers' club is an organization in San Jose high school, San Jose, California, composed of girls of the freshman, sophomore, and junior classes. The members place flowers in the different rooms of the building.—From *The San Jose High School Herald*, San Jose, Calif.

A class mascot, in the form of the baby daughter of the class sponsors, was chosen by the senior class of Central high school, Omaha, Nebraska, the first class in the history of the school to have a mascot.—From *The Weekly Register*, Omaha.

"Handy Andys" is the name of a new girls' club of Roosevelt high school, Seattle, Washington. The girls do anything that needs doing, around the school. They learn the need when they see a blue ribbon pinned on the bulletin board. When the girls see this notice, they report to the office for duty.—From *The Roosevelt News*, Seattle.

A pen club is one of the interesting organizations of Commercial high school, Brooklyn, New York. The purpose of this club is to instruct the members in the arts of the Old English and other difficult alphabets.—From *The Ledger*, Brooklyn.

The Exchange Editor Can Aid the School.—The exchange editor should read all exchanges and distill from them items for the exchange column. He should call the attention of the editor to innovations and suggestions for news stories. Many news stories, especially feature stories, suited to one high-school paper, suit others. The exchange editor will do the editor real service by pointing out possibilities. He may also aid by providing good exchange jokes. Besides this, the exchange editor should keep accurate record of exchanges and see that the mailing manager sends return exchanges to every paper. The paper needs two copies of the exchange list, one for the exchange editor and one for the mailing manager. He should keep both identical at all times. For the exchange list he should use the card system, one card for every newspaper, making the cards in duplicate.

The exchange editor should take charge of the paper's own files, preserving copies for binding and placing other copies on the temporary office file. He should take charge of filing exchange papers.

Exercises

1 to 6. Write, on some school subject appropriate for the next issue of the school paper, one of the following types of editorial articles:

1. An expository editorial article.
2. An editorial article of the argumentative type in which you use argument and authoritative opinion to establish the point involved.
3. An editorial article of the argumentative type developed by analogy.
4. An editorial article of the argumentative type developed by irony.
5. An editorial article of the essay type.
6. Six editorial paragraphs commenting on school news and practices.

When the class meets, it may act as an editorial round table. The members of the class should exchange editorials, study them a few minutes, and then answer the following questions:

- a.* Does the treatment conform to the type assigned?
- b.* Does the editorial contain information new and useful to the average reader, or acceptable wisdom, or both?
- c.* Does the length of the editorial article fit the importance of the subject?
- d.* Does the title arouse curiosity?
- e.* Is the editorial article generally interesting? Every member of the class should read aloud his editorial article without mentioning the name of the author and should criticize the article. The teacher should reserve comment until all the students have read all the editorial articles.

7 to 9. Write examples of every type of humor item discussed in the chapter. Determine the student best fitted to edit the humor column.

10 and 11. Write a series of exchange items based on recent exchange papers.

CHAPTER XIV

A STYLE SHEET ADAPTED TO SCHOOL PUBLICATIONS

TIME REFERENCES

Capitalize only months and days of the week; not seasons.

Express time of day thus: 4 a.m.; 12 M.; 6 p.m., except in society items.

In society items express the hour in figures and use the term "o'clock." Thus: Tea was served at 4 o'clock.

Do not abbreviate names of the months.

Express dates in simple figures, without "th," "rd," and "st."

NAMES OF PEOPLE

Check the spelling of names by city, telephone, and other directories. You insult people when you misspell their names in the paper.

Use no periods after such nicknames as "Tom," "Sam," and "Will."

Punctuate lists of names accompanied by the respective addresses or offices thus: F. F. Fisher, Long Beach; J. K. Williams, Los Angeles; and George Ellis, San Diego.

The following officers were elected: Alice Anderson, president; George Deland, vice president; and Marion Monroe, secretary.

The back field is as follows: Buchanan, quarter; Tiffany, right half; Hollister, fullback; and Lawson, left half.

Omit the mark of punctuation between the name and "Jr." or "Sr.," both of which should be abbreviated. Thus: George Franklin Sr.

Quote nicknames used before surnames. Examples: "Buck" Hilby; "Al" Peterson.

Do not abbreviate such Christian names as Charles, William, Thomas, John, and Alexander.

Write addresses thus: James McCarthy, Colfax, Wash.; Miss Mary Madison, 112 S. Monroe street.

Write the initials or the first names of persons the first time the names appear in the news story.

Give the first names of unmarried women, not initials only: Miss Alice Anderson, not Miss A. B. Anderson.

Always use "Miss" for unmarried women and "Mrs." for married women.

In a school paper refer to a girl student by the title "Miss" rather than by her first name alone: Miss Adams is a senior. Not—Alice is a senior. When you write her full name, do not prefix "Miss."

Refer to a boy student in the first instance, by his full name; after that by his last name alone. Example: Jones is the captain this year. Do not use "Mr." or the first name alone.

Write "Mr. and Mrs. Arthur D. Jones," not "Arthur D. Jones and wife."

Write "Professor and Mrs. Harry Wilson," not "Mr. and Mrs. Prof. Harry Wilson."

In order to make proper distinction for teachers or professors, do not allow the last name of either to appear alone in a story or headline. Use the full name, initials, or the titles "Mr." or "Professor." Thus: Mr. Thompson Returns, Professor Thompson Returns, or Henry Thompson Returns; not, Thompson Returns.

Identify students by naming their classes after their names: Harvey Nelson, senior B, is president; or Harvey Nelson, 12B, is president. Identify graduates like this: Doris Brown, January '25, is the bride.

Identify students by naming the parents in announcing special honors.

In regular newspapers identify young people by their ages: Mary Campbell, age 16, was the victim of the accident.

OTHER NAMES

Capitalize: Distinguishing parts of names of clubs, associations, societies, leagues, companies, roads, lines, incorporated bodies, schools, colleges, and universities: Central high school,

Delphic society, Congregational church, North Side league, Lawrence university, etc.

Common nouns when they precede the distinguishing names of associations, societies, leagues, universities, etc.: Association of University Women; League of Nations; University of Washington; etc.

Only the proper noun in geographical names except when the common noun precedes: Newman lake, Pend O'Reille river, Lake Washington, Gulf of California.

Names of all political parties: Republicans, Socialists, Progressives.

Names of sections of the country: the south, the Northwest.

Distinguishing words in sections of a city: the North side; the South hill.

Names of all races and nationalities: Negroes, Indians, the Black race, the Asiatics, the Mexicans.

Nicknames of athletic clubs and teams: the Tigers, Warriors, the Indians, the White Sox.

Names of automobiles: Ford, Essex, Oldsmobile.

Do not Capitalize: Names of national, state, city, and school bodies, buildings, officers, boards, etc.: athletic council, student governing board, tax commission, postoffice, city hall, capitol, police station.

Names of direction: east, southwest.

Omit the apostrophe in such abbreviations as varsity, phone, bus, Frisco.

Print in italics: Names of books, dramas, paintings, statuary, operas, songs, lecture subjects, sermons, toasts, magazine articles, including the article *A* or *The*. Examples: *Aida*; *The Sermon on the Mount*; *At Dawning*.

Do not enclose in quotation marks: names of newspapers or periodicals—*The New York Times*; names of characters in plays or stories—Hamlet, Portia, etc.; and names of vessels, cattle, dogs, horses, sleeping and parlor cars.

Abbreviate names of states only when they follow names of cities: Spokane, Wash. Never—He lives in Wash.

Abbreviate "Saint" and "Mount" in proper names, but not Fort: St. Paul, Mt. Vernon, but Fort Wright.

Do not abbreviate "Christmas" as "Xmas."

Do not capitalize names of school or college studies, except names of languages: journalism, physics, economics, Spanish, English, Latin.

Do not capitalize scientific names of plants and animals: anopheles (genus of mosquitoes); ranunculus (species of buttercup).

TITLES

Capitalize a person's title indicating official position, rank, or occupation only when it precedes the name. Examples: Superintendent A. K. Moore, Miss Alice Adams, home economics instructor.

Supply "the" before Rev.; supply "Mr." if the first name is omitted. Illustrations: the Rev. S. R. Divine; the Rev. Mr. Divine. Not—Rev. S. R. Divine, Rev. Divine, or the Rev. Divine.

Do not use the title "professor" for a high-school teacher. Apply this title to certain teachers in colleges and universities.

Avoid long titles before names, such as "Superintendent of Schools S. S. Sorenson."

Do not capitalize college degrees when the words are spelled out: bachelor of science, bachelor of arts, doctor of medicine, doctor of philosophy; but B. S., B. A., M. D., Ph. D.

Abbreviate the following titles when they precede a name: Rev., Dr., Mr., Mrs., M., Mme., Mlle., and military titles except sergeant, corporal, and chaplain. Examples: the Rev. L. M. Chambers, Dr. Hunt, Mr. James, M. Beaucaire, Col. E. M. House, Gen. J. J. Pershing, Sergeant Atkins, Corporal Manning.

Do not use "Mr." with initials or with full name: "Mr. Wilson" but not "Mr. A. K. Moline."

When the title "professor" appears before the surname only, do not abbreviate it: Professor Snow, Prof. A. S. Snow.

Do not abbreviate the following titles when they precede a name: president, vice-president, congressman, senator, representative, treasurer, etc.

PUNCTUATION

Spell out "per cent" as two words and omit placing the period at the end.

Use a comma before "and" in any series of words, phrases, and clauses: The girls were decorated in red, white, and blue. To play fair, to hit the line hard, and to keep physically fit are cardinal principles for the football player. The boys walked, the girls rode horseback, and the faculty followed in an automobile.

Use the colon to introduce a long quotation of one or more paragraphs. The quotation should begin a new paragraph, as should such statements as "Excerpts follow." Thus:

The speaker said in part:

"What we need today is more people interested in . . ."

Do not fail to use the apostrophe to denote omission: Don't, 'tis, can't, won't, it's, '24, etc.

Make certain that you place the apostrophe to indicate possession properly. If the noun ends in s, the apostrophe should follow or appear between the final s and the added s: Burns' poems or Burns's poems. When the plural is formed by adding "s," indicate possession by an apostrophe after the "s." Examples: boys' union; girls' gym.

Use the apostrophe to indicate the plural form of figures and of letters: your 3's look like 5's; 12B's win.

Punctuate the results of voting thus: yeas, 10; nays, 3.

Use the simple em dash after names placed at the beginnings of paragraphs in a series of short interviews; also after names introducing conversation. Examples: Mayor John Fleming—I am in favor of this. Freshman—Where is the gym? (Use no quotation marks with these forms.)

Use no commas in: "5 feet 6 inches tall," "14 years 5 months," and the like.

Quote verbatim quotations when they are to be set in the paper's regular body type and column width; but not when they are to be set in larger or smaller type or in measure narrower than the ordinary column.

When testimony, conversation, and interviews appear in the question and answer form, quotation marks are not necessary.

Example: Q.—What is your opinion? A.—I have none.
Mayor E. E. Burton—I think the plan is a good one. A.
K. Jones, president of the Chamber of Commerce—The idea strikes me as fine.

Use single quotation marks for a quotation within a quotation.

Place end quotation marks outside other marks of punctuation.

MISCELLANEOUS

Use figures for numbers of 100 or over, except in the case of round numbers, as "A thousand witnessed the event."

Use figures for numbers under 100 when used in close connection with numbers over 100. Example: The total enrollment of pupils is 155, 90 of whom are boys and 60 girls.

Express age in figures: He was 80 years old. He had 5-year-old Mary by the hand.

Put into figures all dimensions, prices, degrees of temperature, per cents, dates, votes, times in races, scores, etc.: 40 feet long, \$5 a yard, 50 cents admission, 75 degrees, 95 per cent.

Express street and room numbers in figures: 506 Eighth avenue, room 224.

Do not use ditto marks in newspaper copy.

Set Bible texts thus: Matt. xii. 37-40; I. John v. 1-15.

Do not begin a sentence with figures; supply a word.

Do not abbreviate: railway, company, street, avenue, district, etc.: Great Northern railway; Home Telephone and Telegraph company; Division street; Fourth avenue; Fifth Congressional district.

Abbreviate the word "number" before figures: His was No. 10.

Do not abbreviate years except in referring to college classes. Wrong: He came West in the early '90s. Right: He is a member of the class of '87.

Do not abbreviate per cent by the sign. Wrong: His mark was 80%. Right: His mark was 80 per cent.

Do not abbreviate "cents." Wrong: It cost 10 cts. Right: It cost 10 cents.

Omit "at" and "of" before an address. Do not abbreviate street, avenue, etc. Spell out numbered streets up to 100.

The staff should adopt a dictionary to use as an authority on hyphenation.

Set all items with single crossline headlines as single paragraphs.

Make proof conform absolutely to copy. No proofreader has any right to change proof that conforms to copy unless the error will be embarrassing.

A CODE OF ETHICS

The High-school Newspaper Should:

- 1.—Consider first the interest of the school, and work in harmony with the school administration.
- 2.—Strive to give value received for subscription price and advertising costs.
- 3.—Be strictly accurate and avoid bitterness and jealousy in presenting the news of rival schools.
- 4.—Avoid "slams" and insults in all sections of the paper, humor column included.
- 5.—Make prompt and complete corrections of serious mistakes of facts or opinion, whatever the origin.
- 6.—Eliminate, in so far as possible, personal opinions from news columns, but be leaders of thought in editorial columns, and make criticisms constructive.
- 7.—Avoid making heroes of any sort in news treatment and give first consideration to team work and cooperation.
- 8.—Enforce a distinction between teachers and students.
- 9.—Give proper credit for all ideas and items, including jokes, taken from other publications.
- 10.—Avoid "faking" in all news stories, including features.

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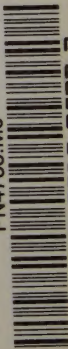
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